DOCUMENT RESUME

ED 399 514 CS 012 596

AUTHOR	Lloyd, Paul, Comp.
TITLE	Developing Family Literacy Programs: Course Handbook II--Education L530.
INSTITUTION	Indiana Univ., Bloomington. School of Education.
PUB DATE	[96]
NOTE	258p.; Some materials may not reproduce legibly. For Course Handbook I, see CS 012 595.
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Curriculum Development; Distance Education; Evaluation Methods; Higher Education; Intergenerational Programs; *Lesson Plans; *Literacy; Parent Education; Program Development; Reading Materials; *Reading Material Selection
IDENTIFIERS	*Family Literacy

ABSTRACT

Part 2 of a two-part handbook presents reading materials and sample exercises for a distance education course designed to enhance an understanding of the nature of family literacy needs and to show how to develop and teach in family literacy programs. The five elective modules for the course include: designing curriculum materials for parents, designing curriculum materials for children, selecting appropriate published materials, developing lesson plans, and constructing evaluation measures. Each module in the book consists of reading materials and a sample exercise. Some modules contain selected abstracts from the ERIC database. (RS)

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Education L530:
Developing Family Literacy Programs
Course Handbook II

Compiled by
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School of Education
Language Education Department

Contents:
I. Elective Modules 4 through 8

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Module 4 – Curriculum Materials for Parents

The nature of the curriculum and materials to be provided for parents in a family literacy program will depend on the type of program and the parents' role within it. In some family literacy programs, the main participants are the children, and their parents play a supporting role in enhancing the literacy development of their children. In other programs, the parents are more active and spend time developing their parenting skills. And, in still other programs, the parents' education proceeds hand-in-hand with that of their children, so that the whole family can grow in literacy together.

In this last type of program, the parents' curriculum usually includes a mainstream adult education component, targeted at the basic skills of reading, writing and mathematics, together with an emphasis on the development of life skills such as those connected with money management, good citizenship and employment. Since many of these adults did not graduate from high school, a frequent goal of this adult education is to prepare the parents for a high-school equivalency diploma. In this course, the teaching of the basic academic skills to parents will not be treated in any detail, because many books and courses are now available that teach these adult education topics.

This module will concentrate much more on various aspects of parenting and other life skills that the adults in a family literacy program can become involved in. A general context in which all efforts to teach parenting needs to be set is well summarized by Powell (1996):

> "Parenting is an active, cognitive process. Accordingly, program designs that enable parents to digest and integrate new perspectives on parenting with existing beliefs and practices are likely to yield greater effects than program designs that approach parents primarily as 'blank slates' to be written upon with all new knowledge."

In other words, a program's approach to parenting skills should be firmly based in the participating families' current practices and take into account the ethnic and community cultures from which the families come. All but the most dysfunctional families are successful units to some extent, and the role of a family literacy program is to assist families as they add to the skills they need for greater success in school, work and society.

One of the most important of those skills for many programs is the interaction that takes place between parent and child when they read books together. Some parents were not read to as children themselves, and so have little experience of the richness of activity and discussion that reading can generate. For example, they may read a book to their child straight through without pausing, or they may ask the child only the most direct questions about the text or pictures to make sure the child is paying attention (e.g., "What is this?", "Can you name that?"). Recent research (see Snow & Tabors, 1996) has shown that parent/child conversations, around books and elsewhere, have a considerable influence on the child's later success in school. And it is the richness of those conversations that is the greatest factor: is the story in a book related to the child's own experience? do parents explain the world around them to their children? Conversations between some parents and children encourage children to make connections between ideas by linking new learnings to previous experience and consistently using knowledge to make predictions and draw conclusions. Such approaches may be unfamiliar to parents and it is the role of the program provider to introduce these ideas in a non-threatening way and show how they can be integrated into the families' everyday activities. (See, for example, Cullinan and Bagert (1993).)

However, the ability of parents to spend such quality time with their children depends on the presence of a stable environment. If the family is homeless, or too poor to buy enough food, or if violent arguments are common, then these issues need to be addressed. Program providers can help parents develop the life skills of dealing with welfare offices, of planning a budget, and of conflict resolution. Sometimes, in an emergency, a program provider will need to intervene directly by, for example, accompanying a parent to the housing office when there is a dispute about the family's accommodations. But there is a danger that the children's educational development will be set aside by such issues facing families. Program goals for both parents and children need to be kept in mind, so that a balance can be maintained at all times and the program can succeed with the whole family.

Now read the articles for this module:

- Doneson, S. G. (1991). Reading as a second chance: Teen mothers and children's books. *Journal of Reading, 35* (3), 220-223.
- Mikulecky, L. (1996). Family literacy: Parent and child interactions. In Benjamin, L. A., & Lord, J. (Eds). *Family literacy: Directions in research and implications for practice*, pp. 55-63.
- Powell, D. (1996). Teaching parenting and basic skills to parents: what we know. In Benjamin, L. A., & Lord, J. (Eds). *Family literacy: Directions in research and implications for practice*, pp. 65-71.
- Wahl, A. (1988). Ready ... Set ... Role: Parents' role in early reading. *The Reading Teacher*, December 1988, 228-231.
- Crook, S. (Ed.) (1986). *What works at home: Research findings and learning activities.* Austin, TX: Texas University, Extension Instruction and Materials Center.
- Snow, C., & Tabors, P. (1996). Intergenerational transfer of literacy. In Benjamin, L. A., & Lord, J. (Eds). *Family literacy: Directions in research and implications for practice*, pp. 73-80.

You may also want to look at the ERIC documents whose abstracts are included in the module (as well as others in the Introduction to Modules 3-8). Then use the example practice exercise to help you complete the assigned practice exercise for Module 4.

References

Crook, S. (Ed.) (1986). *What works at home: Research findings and learning activities.* Austin, TX: Texas University, Extension Instruction and Materials Center.

Cullinan, B., & Bagert, B. (1993). *Helping your child learn to read (with activities for children from infancy through age 10).* Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 355 484)

Doneson, S. G. (1991). Reading as a second chance: Teen mothers and children's books. *Journal of Reading, 35* (3), 220-223.

Mikulecky, L. (1996). Family literacy: Parent and child interactions. In Benjamin, L. A., & Lord, J. (Eds). *Family literacy: Directions in research and implications for practice*, pp. 55-63.

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Wahl, A. (1988). Ready ... Set ... Role: Parents' role in early reading. *The Reading Teacher*, December 1988, 228-231.

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Reading as a second chance: Teen mothers and children's books

Susan G. Doneson

■ The surprises inherent in teaching are perhaps one of the reasons that instructors are able to teach the same subjects year after year; in fact, what they are teaching is never the same from one class to the next, even if the material is identical. In each group, students interact with one another and with the course materials in unique ways, seeing the materials through their own sets of filters and fashioning the lessons to fit their own needs.

As teachers, we can attempt to figure out in advance what those needs will be and design our lessons to satisfy them. At times we are successful in predictable ways; other times we are not. But the most exciting classes result when the students and the coursework take unexpected turns—when students communicate needs that we, as instructors, would not have predicted but to which we are able to respond.

It was with this concept in mind that I set out to teach a class entitled "Children and Books" to a group of pregnant and parenting high school students. My objectives were threefold: first, to lure reluctant readers into reading books by presenting subject matter of interest to all of them—specifically, the raising of children; second, to familiarize the students with the wide array of popular books and magazines available to them as resource guides on parenting and child development; and third, to introduce the students to children's books appropriate to various ages and developmental stages so that these mothers and mothers to be would become comfortable and confident in reading to their children.

The potential multigenerational impact of teaching is most apparent in a classroom of pregnant and parenting teens. I am often struck with how rapidly my students can and must transfer their theoretical understandings into practical action. For example, knowing that separation anxiety is an important issue for 8- and 13-month-olds is potentially useful for many teenagers; but for my students, it can explain why a formerly content child now screams whenever his or her mother leaves the nursery to attend class across the hall. This may not make it any easier emotionally for my student to leave her child, but it may make it possible for her to comprehend the child's needs and know how to respond.

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Most of my students have been willing to do for their children things that they would not do for themselves—like reading. Their desire to understand what is going on with their children is a natural conduit for introducing reading materials about child development. With this in mind, I avoid textbooks and have instead built a "bookstore" of used paperbacks and magazines that they can purchase at nominal charge. I hope to build an informed parenting style that will survive graduation. The results have been positive and predictable with most students feeling comfortable and competent using childcare books and magazines.

An unexpected turn

My course turned in an unexpected direction in relation to the third goal: helping the students select books to read to their children. In teaching a class about children's literature to a group of young mothers, a teacher might well expect the students to remember books from their own childhoods, favorites read to them and treasured. But in this class, many of the students had not been read to, had not owned books, and had not visited the public library with their own parents, guardians, or other adults. Several students, in fact, were surprised to discover that the local library contained a children's section and that books could be borrowed for free.

And so, although I expected to be able to begin the class by asking my students what books had been their favorites when they were small, I found myself with no common body of knowledge to which to refer as a frame of reference. Consequently, I began by sharing with my students books for the very young, books with bright pictures—and few, if any, words—such as *Anno's Counting Book* by Mitsumasa Anno.

The teens were surprised, excited, and skeptical about the prospect of reading to children who were too young to speak. Some labeled the idea "weird" and needed a great deal of convincing that it made any sense at all. Several students, however, were persuaded in a powerful manner by observing a student and her one-year-old son who chose to utter his first word, "ball," while his mother read to him from a cardboard book filled with pictures of familiar objects. My theory suddenly had personal and practical implications that the students understood and liked!

From then on, it was quite easy to interest the students in selecting books for their children. Reading to children was fun for both child and mother and we quickly established that it did not need to be a formal time. It was okay for small children to wander a bit or interrupt during a story. This notion was counter to the rules they had had to learn when they began kindergarten, a time when some of them had had their first exposure to being read to.

Personal stories emerge

It was during the early classes when we were exploring wordless books that I had my first insight that this class was going to be filled with many unexpected turns. In the past, when I had observed people "reading" these books to children, they either simply described the picture, made up very simple tales, or asked the child to tell them a story based on the illustrations. Often the pictures provided a sequence of events or suggested a very open-ended scenario from which to build.

I introduced these wordless books in the same manner in which I introduced all of the readings: I began by examining the books in class without the students' children present. In this way I hoped to impart some information on child development and connect the book with an appropriate developmental stage.

In this private setting, the young mothers created far more elaborate interpretations of the wordless texts than I had anticipated. These included tales of abandonment, rape, domestic violence, religious experiences, and death—stories clearly unfit for their children's ears. After each student's recitation, long discussions ensued, often lasting the full 2½ hours of the afternoon class. Although the stories were told in the third person, the discussions soon became intensely personal, so much so that I found it essential to end each class with an admonition of confidentiality.

These young women dared to talk about horrible events in their own lives, often for the first time, through the vehicle of their stories' main characters. By watching the other students develop interest in and empathy for their fictional characters, the storytellers seemed to feel safe revealing themselves; they allowed themselves to absorb the support and safety of the group.

One young woman, when faced with a picture of a farmer's field, told of a summer when she was 9 years old and went to visit with her grandparents. What should have been an idyllic summer of carefree play was marred by a sexual assault perpetrated by her 13-year-old first cousin. When she attempted to tell her grandparents about this, they castigated her for lying. When she asked to go home, they refused, saying her mother, a single woman of 25, needed a break. The assaults continued for another month and the child returned home to her mother, afraid to tell her what had happened, sure that she, too, would not believe her.

Some years later, the storyteller's cousin was arrested and imprisoned for rape; the young woman,

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now 16, told her mother what had happened to her and was surprised to hear that her cousin's father, her uncle, had done the same thing to her mother. The young mother, now my student, had never mentioned the incident to anyone again, until the picture book reminded her of the farm.

That story elicited many responses from the other students, including the revelation that at least six of them had been raped prior to their 18th birthdays, that the child of one of the pregnant students was the product of a rape by a first cousin, and that all of the young women were particularly concerned with how to protect their own children from such assaults. My students expressed general confusion about what was "normal" male behavior and conduct and debated whether fathers should be *allowed* to change diapers or potty-train female children.

I tried to help the students be supportive of one another in dealing with these old traumas and attempted to refer several of them to community resources for counseling and therapy. I also suggested readings and movies that dealt with assault issues and invited guest speakers into the classroom to talk about domestic assault, rape, and self-protection. Finding materials specifically about paternal involvement in child rearing proved to be difficult but as a group we were able to infer quite a bit from general toilet training information and materials about young children's sexuality.

Different books raise different questions

The young women had a great deal to say about the men in their lives—their lovers, brothers, fathers, husbands, and friends—after we read *Flash the Dash* by Don Freeman, in which a lazy male dachshund becomes more responsible just in time for the arrival of puppies. The "old" Flash, who for years relied on his mate for support, seemed to remind many of my students of the men in their lives. One student remarked, "If dogs could get booze or weed, this guy would certainly have had some." They felt that Flash's reformation was unrealistic and talked at length about why his mate had put up with his nonproductivity for so long.

This led another student to reveal that although she knew that her boyfriend wasn't "good for her," she stayed with him, allowing him to live in the apartment for which she paid and eat the food she bought and asking for nothing from him. She asked aloud why we thought she stayed in the relationship. At this point, nearly all of the other students joined the discussion, talking about their own relationships and their feelings about whether it was more important to have any man—even one who was not good for them—than not to have one at all.

Issues of identity and questions about adoption—an option many of the young women had had to confront when faced with their unplanned pregnancies—arose after reading *Are You My Mother?* by P.D. Eastman. A little bird hatches when his mother, sensing the hatching would soon occur, has gone in search of food. The little bird asks all comers, including a steam shovel, "Are you my mother?" The mother bird returns and the pair reunites.

Several students described this book as "touching." They related events in which older siblings had taunted them that they were not really "part of the family," that they had been adopted, that they were "of different blood." A few students stated that they had believed their older siblings but had been afraid to ask their parents for fear they would not "tell them the truth." They talked about how relieved they had been when they finally figured out that their older brothers and sisters had been lying.

Two of the students who were adopted shared wit the rest of the group how they had felt and how both o them were, as they neared their 18th birthdays, initiating searches for their biological parents. They talke about feeling that, as far as our society was concerned, being adopted was clearly "second best" an that that feeling had greatly influenced their own decisions to raise their unplanned children themselves.

School experiences were elicited by reading *Leo th Late Bloomer* by Robert Kraus. One student talke about being retained twice in elementary schoo Many students talked about not liking school, feelin incompetent, being behind the other kids. Anothe talked about her lingering frustration when after several years of being called "stupid," it was discovere in the fourth grade that she had a learning disabilit although she still did not receive the special help an remediation she needed and wanted. By telling th class about this, the student was able to effect immediate changes in her life. I was able to arrange som tutoring for her, and her classmates became more patient with her labored efforts to read.

Many of the books written to address specific fea children often have, such as *Franklin in the Dark* b Paulette Bourgeois, encouraged the young mothers t deal with these same fears within themselves.

One young woman reported a great fear of basements. She suspected that the fear had developed a a result of an incident which had occurred when sh was three years old and had been locked in the basement as a punishment by her stepfather. When sh observed Franklin's acknowledgement that eve other animal he encountered had fears and that th realization led to his gradually overcoming his ow she, too, managed to face her fear. After much discussion with and support from the other members of th

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Anno, M. (1975). *Anno's counting book.* New York: Crowell.

Bourgeois, P. (1986). *Franklin in the dark.* New York: Scholastic.

Eastman, P.D. (1960). *Are you my mother?* New York: Random House.

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Preston, E.M. (1976). *The temper tantrum book.* New York: Penguin.

Scarry, R. (1963). *Richard Scarry's best word book ever.* Racine, WI: Western.

Scarry, R. (1968). *What do people do all day.* New York: Random House.

class, she was able to turn the basement in her own crowded townhouse into a much needed playroom for her growing boys. She said that the change occurred because she had been able to eliminate her isolation and understand that each person in the class had some fear that they had had to conquer. "I wish somebody had read a book like this to me when I was little," she noted.

Handling anger in appropriate ways was another particularly compelling topic of discussion. First the students dealt with the fact that it was all right to be angry, as in *The Temper Tantrum Book* by Edna Mitchell Preston. Some of the students had been taught that it was "wrong" to feel anger, yet they all acknowledged that at times everyone feels angry. The conflict between what they had been taught and what they felt was true resulted in their having no idea about what to do with their anger. Many held it in, refusing to confront other people or talk about negative—or even ambivalent—feelings; others lashed out, either verbally or physically, hoping to create a "tough" image which might serve to eliminate potential conflicts. Some students talked about being afraid of anger—their own as well as other people's—and related personal experiences of physical and emotional abuse as a result of someone else's anger directed at them.

For most of the students, the notion that anger is a natural consequence of human relationships was revolutionary and they were eager to explore its implications. We role-played many scenes of interpersonal conflicts, from books as well as from life, experimenting with all the possible ways of dealing with anger that the students could imagine. They seemed to enjoy the exercise and later reported some success with using the class-tested methods in real-life situations.

Another byproduct of the students' exploration of preschool literature was vocabulary gains. Many of the students were fascinated by books such as *Richard Scarry's Best Word Book Ever,* in which he names a variety of common things. One young woman would actually read every word on a page, often calling out a word that was new to her. Many reported finding words listed that they had heard before but had not really understood. The graphic representations of each word made them easy to understand and the students delighted in their new-found vocabulary.

Scarry's *What Do People Do All Day* was also a popular selection. His illustrations of animals involved in daily tasks, such as delivering the mail or baking bread, coupled with his simple explanations allowed some students to understand for the first time processes they were supposed to have learned in social studies and science classes but had not. The students were pleased finally to be able to explain these processes to someone else and they reported an alleviation of some of their fears that their children might too soon "be smarter than we are."

Benefits are wide ranging

By the end of the term, I was pleased and amazed to review the class's progress. Most of the students felt comfortable reading books about child rearing and reading to their children. They were familiar with the wide array of books and magazines available as resource guides on parenting and child development and many were actively using them. In addition I felt that most of the students believed in the value of reading to their children and understood the potential power of books in their children's lives.

The intimacy that emerged among the students because of the book discussions carried over into their daily interactions and the weekly support group. Because each student began to understand her classmates better, to know the areas in which they each were most vulnerable and most strong, they began to support and defend one another from real and perceived threats and slurs. I watched as they made allowances for one another—recognizing when a particular woman had reached her limit, pushing another to reach for personal goals, and struggling together to resolve conflicts.

By the end of 18 weeks, I believe they began to see themselves as a cohesive unit with more similarities than differences. They began to believe in themselves as competent parents with a wide variety of resources in their reach and involved in their own personal growth.

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Amy Wahl

Ready...Set...Role: Parents' role in early reading

Parents play a crucial role in children's early reading. These ABCs can help them develop informal learning activities in the home.

Parents have an important role in helping their child during the early years (Simmons and Lawrence, 1981). Teachers need to remind all parents that their children are *ready* for informal learning experiences at birth, the environment must be *set* for learning to take place, and their *role* is an active one in early reading.

I have created a list of ABC ideas on early reading for teachers of young children to share with parents. Parents are the child's first teacher; thus it is essential for classroom teachers to provide them with practical ideas that can be implemented in the home. Parents do not need to focus on specific reading skills to perform their role as reading teachers, but they can provide informal learning experiences which can foster an interest in and love for reading.

ABCs of early reading for parents

Assortment of books

Have an assortment of picture books, ABC books, poetry books, nursery rhymes, and fairy tale collections within your child's reach throughout the entire house. Book ownership is important for promoting the reading habit.

Bookmaking

Assist your child in creating his/her own books. You can purchase blank books or create your own homemade ones. Your child can dictate stories to you and illustrate them. Help your child keep a diary or write special events on a calendar. Bookmaking helps the child to see talk being written down, and it is fun for children to read their own stories.

Cooking

Cooking is a daily activity in which you can include your child. S/he can help read the recipes, add the ingredients, recognize food names and name brands, and become familiar with abbreviations. Kitchen experiences provoke questions and enable your child to experiment with new words.

Discussions

Your child's vocabulary can be extended through participation in discussions with you and others. It is important to be a good listener and let your child know that what s/he says is important.

Errands

Taking your children on errands exposes them to the print in their world. You can read and point out signs for fast food restaurants, gas stations, movie theaters, and stores as you do your errands. Don't forget to read billboards, stop signs, license plates, and street signs. It is important for children to become aware of environmental print.

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Free play

Play is the child's work, and it is through play that s/he learns about other people and their world. Encourage free play and provide your child with opportunities to interact with other children. You can provide props for playing house, hospital, grocery store, and office. Puppets are excellent props for retelling stories. Other good investments include a sand box, magnetic letters, blocks, and picture dominoes.

Grocery shopping

Your child can be an active participant in grocery shopping. Invite children to write and read grocery lists, sort coupons, read grocery ads, discover labels on the food packages, and read the signs in the grocery store. Grocery shopping experiences enable your child to see the importance of reading in an ordinary, everyday situation.

Habits

Habits are formed early in life. Help your children develop the library habit by taking them to the library regularly. Young children enjoy having their own library cards and being able to check out the books they select. The library offers a variety of media materials, story hours, and other programs.

Informal learning

Informal learning experiences can start during infancy. You can turn daily routines into hands-on, concrete experiences. These experiences can help prepare your child for the formal learning experiences at school.

Junk treasures

Your child can participate in opening the mail—opening junk mail can be a treat. You also can read letters and other mail to your child. Children can help pay bills, answer letters, and write letters to friends and relatives. Children enjoy sending and receiving mail. With your assistance, they can create birthday cards and write thank you notes for gifts.

Kidwatching

Yetta Goodman coined the term "kidwatching" to describe an important job of parents (Lamme, 1985). Kidwatching involves observing your child to become familiar with what s/he knows and doesn't know as well as what s/he can and cannot say (Lamme, 1985). You can learn a lot about your child through observing in different settings.

Lap technique

The lap technique of reading aloud to your child provides a sense of security as you hold the child close and share books. Booksharing can create a special bond as you learn about each other and the world of books. The lap technique can help your child associate reading with a pleasant, nonthreatening situation.

Magazines for children

Cobblestone is a history magazine which publishes children's letters, drawings, and projects. It contains information on historical events, interviews, suggestions for historical books and places to visit, contests, history questions, plays, photos and illustrations, and short stories. Box 959, Farmingdale NY 11737.

Cricket Magazine has "something for everybuggy" including reprints by children's authors, short stories, poetry, art ideas, cricket cartoons, crossword puzzles, and children's poetry and art contests. Box 51144, Boulder CO 80321-1144.

The Electric Company Magazine, published by the Children's Television Workshop, introduces children to topics such as the weather through games, stories, questionnaires, activities, and reader contributions. 200 Watt Street, PO Box 2924, Boulder CO 80322.

The McGuffey Writer publishes short stories, essays, poems, and illustrations by students in grades K-12. The following themes are planned for the 1988-89 school year: "Everything and Anything—Whatever You Want to Write" (Fall), "Friendship" (Winter), and "City and Country: People, Places, and Things" (Spring). 400A McGuffey Hall, Miami University, Oxford OH 45056.

National Geographic World, published by the National Geographic Society, contains stories of people, places, and things worldwide and games, crafts, and photos. Department 00987, 17th and M Streets NW, Washington DC 20036.

Ranger Rick's Nature Magazine, geared toward the primary grades, includes wildlife photos, animal facts, adventure stories, readers' letters, games, and nature stories. 8925 Leesburg Pike, Vienna VA 22184-0001.

Magazines

A subscription to a children's magazine is a worthwhile investment. There are all-purpose magazines such as *The Electric Company Magazine* and *Cricket Magazine* or special topic magazines such as *Cobblestone* and *Ranger Rick*. Children enjoy receiving their very own magazines in the mail. (See list of children's magazines.)

Nursery rhymes

It is fun to share the nursery rhymes from your own childhood with your children. It is through repetition that they will learn the nursery rhymes and begin to recite them on their own. You also can share your favorite songs and fingerplays.

Opportunities for booksharing

Booksharing opportunities should become part of the daily routine before your child's first birthday. It is helpful to establish a certain time for reading to your child each day, and no interruptions should disturb this valuable experience. Booksharing can develop a sense of curiosity and enthusiasm for books in just 15 minutes a day.

Patience

The parents' role in reading requires patience. You need to create a supportive environment and encourage your child to experiment with language. Including your child in errands, cooking experiences, and other daily routines requires time and energy, but the benefits are many. Be patient as your child learns about the world.

Questions

Children ask many questions about things new to them. Be sensitive to these questions and take the time to explain the answers. In booksharing, you can provide time for questions before and after the book is read. Remember to ask a variety of questions which require your child to think critically about the story, and try to avoid focusing on factual questions which test your child on the story content.

Read aloud sessions

Reading aloud to your child requires some practice, and you need to consider the atmosphere around you. There should be good lighting, minimal noise distractions, and comfortable seating. Choose books that relate to your child's experiences as well as those that introduce new people, places, and experiences. Read aloud sessions can involve more than reading a book and talking about it—you can extend them through extra activities, such as baking gingerbread cookies after reading a version of *The Gingerbread Man*.

Sensory experiences

Your child needs to become aware of the 5 senses. It is not difficult to provide stimulating sensory activities. An example is a walk in the woods where the child can touch trees, hear birds, smell flowers, and see the leaves.

Television time

You can help your children develop good television habits and help them monitor their TV time. You need to select worthwhile programs and watch and discuss them with your children. Discussions make TV time a less passive activity.

Unpressured learning

You do not need to put extra pressure on your children to read words, but you can encourage them to read their world as they experience it. Be understanding and supportive.

Value of reading

Become a reading role model. Your child should see you getting into books, magazines, and newspapers. It is important for her/him to see the different purposes for reading, such as

Resource list for parents

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reading for information, pleasure, and survival in a world saturated with print. Reading should be valued in your home.

Writing experiences
Writing is an essential in the reading process. Writing materials like pens, pencils, crayons, markers, and an assortment of paper should be available for experimenting. You might even want to have a special writing spot. Writing experiences include letter writing, making labels for photo albums or other household items, journal writing, story writing, and making words for wordless picture books.

eXtra attention
Your role in early reading requires you to devote extra attention to your children's needs and help with their first encounters with print. You can obtain help from books such as *The Read Aloud Handbook* (Trelease, 1982) and *A Parent's Guide to Children's Reading* (Larrick, 1982). (See list of resources for parents.)

Your literate home
Create a nurturing and literate environment for your young child to learn and grow in. The experiences in your home can make a difference in your child's reading development.

Zoo trips
Zoo trips, museums, amusement parks, and community parks are places that you can visit with your child. Visits to these special places engage your child in new experiences to learn from and talk about. These experiences can be extended by using children's literature before and after the visits.

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New Address for
The Reading Teacher

Beginning with the October 1989 issue, *The Reading Teacher* will be edited by a team of editors at Purdue University and a public school. The team consists of James Baumann, [illegible] Deborah Dillon, Carol Hopkins, and David O'Brien, all of Purdue University, and Jack Humphrey of the Evansville-Vanderburgh (Indiana) School Corporation. After January 1, 1989, send all manuscripts to the following address:

The Reading Teacher
Department of Education
Purdue University
West Lafayette, IN 47907

Submit 5 copies of manuscripts with a self-addressed, stamped envelope for correspondence. Likewise send 5 copies of contributions for possible publication in In the Classroom, along with a self-addressed, stamped envelope, to this same address. Authors outside North America may submit single copies of manuscripts and a self-addressed envelope.

Instructions for authors are also available. To receive them, send a self-addressed, stamped envelope (except outside U.S.) to the above address.

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DOCUMENT RESUME

ED 271 230 PS 016 018

AUTHOR	Crook, Shirley, Ed.
TITLE	What Works at Home. Research Findings and Learning Activities: Common Sense and Fun for Adults and Children.
INSTITUTION	Texas Univ., Austin. Extension Instruction and Materials Center.
PUB DATE	86
NOTE	20p.; Based on research findings published by the U. S. Department of Education in a handbook titled "What Works." For Spanish version, see PS 016 019.
AVAILABLE FROM	Special Projects, Extension Instruction and Materials Center, University of Texas at Austin, P.O. Box 7700, Austin, TX 78713-7700 ($2.50 each; 20 or more copies, $2.25 each. Cassette tape with booklet, $14.75 each; 20 or more sets, $14.50 each. Texas residents must add sales tax).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Early Childhood Education; Educational Research; Language Skills; *Learning Activities; *Learning Readiness; Parent Education; *Parent Participation; *Reading Skills; Writing Exercises; *Writing Skills

ABSTRACT

As part of an effort to encourage parents to help their children in school, this home learning guide, which can also be obtained in taped versions, provides parents with learning activities with which to engage children at home. Based on research findings, the activities are divided into the following categories: curriculum of the home, reading to children, independent reading, counting, early writing, speaking and listening, developing talent, and ideals. (HOD)

PS016018
WHAT WORKS AT HOME
The University of Texas At Austin

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FOREWORD: A MESSAGE FROM WILLIAM J. BENNETT, SECRETARY, UNITED STATES DEPARTMENT OF EDUCATION

When I was sworn into office as Secretary of Education, one of the first promises I made to myself, and to the American public, was that I would always talk sense to the American people and that we would bring to them the very best information available, in a practical, usable form. The publication of the report What Works was an important step in fulfilling that promise. The response to this report has been deeply gratifying -- especially the strong support within the families of our nation. I am more convinced every day that the American people are ready, willing, and able to join with educators to improve their schools and to assist their children in learning.

Because of this I am delighted that the University of Texas at Austin is making the Home Learning section of "What Works," supplemented by effective, common sense activities, available on audio cassette in both English and Spanish. It is just this kind of cooperation between government, academia, and individuals which can produce the improvement we all desire.

The message I want most to share with the American public is this -- you can make a difference. You can make a difference in the education and future of your children.

The "Research Findings" and accompanying comments in What Works at Home were taken from the U.S. Department of Education's publication What Works.

Exercises and Illustrations

Editor -- Shirley Crook, Ph.D.
Design -- Kathryn N. Roberts

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Acknowledgements

What Works at Home is based on research findings published by the U.S. Department of Education in a handbook titled "What Works." The Department's interest and cooperation, especially the assistance of Suellen Mauchamer and Jim Bencivenga, are gratefully acknowledged. We are similarly indebted to Ramon Magallenes, his staff, Dr. Sylvia Garcia, and the Texas Education Agency for their ongoing support and cooperation.

CURRICULUM OF THE HOME

Research Finding:

Parents are their children's first and most influential teachers. What parents do to help their children learn is more important to academic success than how well-off the family is.

Parents can do many things at home to help their children succeed in school. Unfortunately, recent evidence indicates that many parents are doing much less than they might. For example, American mothers on average spend less than half an hour a day talking, explaining, or reading with their children. Fathers spend less than 15 minutes.

They can create a "curriculum of the home" that teaches their children what matters. They do this through their daily conversations, household routines, attention to school matters, and affectionate concern for their children's progress.

Conversation is important. Children learn to read, reason, and understand things better when their parents:
read, talk, and listen to them,
tell them stories, play games, share hobbies, and
discuss news, TV programs, and special events.

In order to enrich the "curriculum of the home," some parents:
provide books, supplies, and a special place for studying.
observe routine for meals, bedtime, and homework, and
monitor the amount of time spent watching TV and doing after school jobs.

Parents stay aware of their children's lives at school when they:
discuss school events.
help children meet deadlines, and
talk with their children about school problems and successes.

Research on both gifted and disadvantaged children shows that home efforts can greatly improve student achievement. For example, when parents of disadvantaged children take the steps listed above, their children can do as well at school as the children of more affluent families.1

Exercises:

1. Plan time to talk and listen to each child. Combine this with chores and activities: take walks, exercise, dry dishes, wash the car, do yardwork. Let grandparents and older brothers and sisters help. Plan special reports: "Remember everything your teacher wears tomorrow so you can draw me a picture." "Let's trade memories of what we think about at lunch."

2. Plan family conversation at mealtime.
   A. Watch television for 10 minutes, then turn off the set and discuss what you saw.
   B. Take turns telling something you learned: the price of tires, a neighbor's name, how to add fractions.

3. Treat school, homework, and activities like important jobs your child is doing. Let your child hear you tell others how much you admire her teacher, her work, her school, her friends.

READING TO CHILDREN

Research Finding:

The best way for parents to help their children become better readers is to read to them -- even when they are very young. Children benefit most from reading aloud when they discuss stories, learn to identify letters and words, and talk about the meaning of words.

The specific skills required for reading come from direct experience with written language. At home, as in school, the more reading the better.

Parents can encourage their children's reading in many ways. Some tutor informally by pointing out letters and words on signs and containers. Others use more formal tools, such as workbooks. But children whose parents simply read to them perform as well as those whose parents use workbooks or have had training in teaching.

The conversation that goes with reading aloud to children is as important as the reading itself. When parents ask children only superficial questions about stories, or don't discuss the stories at all, their children do not achieve as well in reading as the children of parents who ask questions that require thinking and who relate the stories to everyday events. Kindergarten children who know a lot about written language usually have parents who believe that reading is important and who seize every opportunity to act on that conviction by reading to their children. 2

Exercises:

1. Play alphabet games with your children. You can adapt them to suit different ages.
   A. Before you go shopping, select a letter and see how many words you can find that begin with it. Look at signs, packages, advertisements, whatever you see. (This can help counting, too.)

2. Encourage older children to read to younger ones (both benefit). Then let them trade and have the younger one read to the older one. Listen to them and let them know how

proud you are of their reading progress and their helpful attitude. Ask "real" questions about the things they read: "Why do you think the mother was happy?" "Would you like it if cats could talk?" "What should he have done when found he was lost?"

3. If you are too busy to read to your children or don't feel comfortable reading English, have your children read to you. Say, for example, "Read your book out loud to me while I fix supper or iron or fix the broken chair. It will make the work go faster." Ask questions and really listen to the answers.

4. Let your child share "grown up reading." Let him sit on your lap while you look at a newspaper or magazine. Point out an occasional word or picture. This will identify reading as something you value and associate it with good moments with you.

5. Use TV wisely. Children's programs on PBS often feature words, phrases, and stories. Help your child use these and look for them in other places. Watch a commercial for a popular product. Have your child find an advertisement for the same product in a magazine or on a billboard.

INDEPENDENT READING

Research Finding:

Children improve their reading ability by reading a lot. Reading achievement is directly related to the amount of reading children do in school and outside.

Independent reading increases both vocabulary and reading fluency. Unlike using workbooks and performing computer drills, reading books gives children practice in the "whole act" of reading, that is, both in discovering the meanings of individual words and in grasping the meaning of an entire story. But American children do not spend much time reading independently at school or at home. In the average elementary school, for example, children spend just 7 to 8 minutes a day reading silently. At home, half of all fifth graders spend only 4 minutes a day reading. These same children spend an average of 130 minutes a day watching television.

Research shows that the amount of leisure time spent reading is directly related to children's reading comprehension, the size of their vocabularies, and the gains in their reading ability. Clearly, reading at home can be a powerful supplement to classwork. Parents can encourage leisure reading by making books an important part of the home, by giving books or magazines as presents, and by encouraging visits to the local library.

Another key to promoting independent reading is making books easily available to children through classroom libraries. Children in classrooms that have libraries read more, have better attitudes about reading, and make greater gains in reading comprehension than children in classrooms without libraries. 3

Exercises:

1. Keep showing your children how important reading is in everyday life. Let them see you use written directions for cooking, using and fixing appliances, or reading maps.

2. Get children interested in newspapers and magazines early. Help them find different sections that might interest them: comics, sports, movie ads. Don't overlook the classifieds for sales on items that interest them (cars, bikes, musical instruments) and for funny messages in the "Personals" column. When you look at the newspaper, sometimes let small children sit on your lap and point out letters and words.

3. Remember that there are lots of ways to acquire books and magazines inexpensively. Libraries are best, but don't forget garage sales, free pamphlets in the stores. Watch for sales at used book stores and buy books and magazines for special treats.

4. Once in a while let reading, and then telling you about what was read, be a way of earning a privilege: a small treat, an excuse from doing a disliked chore, a way of avoiding punishment for doing something wrong.

5. Put older children in charge of getting needed information for the family. They could read about movies to help select one for a family outing, could read about locations for a family vacation, could read a magazine like Consumer Reports to find out about a radio (or some other product) the family is thinking of purchasing. They could read ads for garage sales to look for a special family need.

COUNTING

Research Finding:

A good way to teach children simple arithmetic is to build on their informal knowledge. This is why learning to count everyday objects is an effective basis for early arithmetic lessons.

Young children are comfortable with numbers; "math anxiety" comes in later years. Just watching the enjoyment children get from songs and nursery rhymes that involve counting is ample evidence of their natural ease. These early counting activities can set the stage for later, more formal exposure to arithmetic.

But counting is not limited to merely reciting strings of numbers. It also includes matching numbers to objects and reaching totals (for example, counting the number of apples sitting on a table). Children learn to do arithmetic by first mastering different counting strategies, beginning with rote counting (1, 2, 3, 4). and progressing to memorized computations (2 x 2 = 4). As children learn the facts of arithmetic, they also learn to combine those facts by using more sophisticated strategies. As their skills grow, they rely less and less on counting.

When teachers begin by using children's informal knowledge, then proceed to more complex operations, children learn more readily and enjoy it. 4

Exercises:

1. When you do things with young children, form the habit of counting. Count everything. Count the stairs you climb; count the steps from the door to the street; count the white dogs you see; count the black cars. Once you start, your children will think of lots of things to count.

2. Board games and games with cards or dice give lots of chances to count and work with numbers. Games with play money are especially good. These can be very inexpensive at garage sales, can keep children busy and quiet, and can provide an activity that the whole family can enjoy.

3. Shopping trips are great for learning to work with numbers. Ask a child to pick out four apples. Read the prices on items as you go through the store. As children grow older, they can really think about prices, budgets, making change. Say, "This can of tomatoes costs 69 cents. Could we buy it with three quarters? How much money would be get back?"

4. Have children cut coupons out of newspapers and magazines. Let them keep track of how much money is saved by using them.

5. When one child is trying to learn the multiplication tables, let the whole family help. Take turns giving problems at the dinner table: What is 5 x 6? What is 3 x 8? (The review will help everyone).

6. Create "practical" problems for children to solve. "There will be six children at the party and we want three cookies for each one. How many cookies should we buy?" "If you get $1.50 per hour for babysitting, how much will you be paid for 3 1/2 hours?"

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EARLY WRITING

Research Finding:

Children who are encouraged to draw and scribble "stories" at an early age will later learn to compose more easily, more effectively, and with greater confidence than children who do not have this encouragement.

Even toddlers, who can hardly hold a crayon or pencil, are eager to "write" long before they acquire the skills in kindergarten that formally prepare them to read and write.

Studies of very young children show that their carefully formed scrawls have meaning to them, and that this writing actually helps them develop language skills. Research suggests that the best way to help children at this stage of their development as writers is to respond to the ideas they are trying to express.

Very young children take the first steps toward writing by drawing and scribbling or, if they cannot use a pencil, they may use plastic or metal letters on a felt or magnetic board. Some preschoolers may write on toy typewriters; others may dictate stories into a tape recorder or to an adult, who writes them down and reads them back. For this reason, it is best to focus on the intended meaning of what very young children write, rather than on the appearance of the writing.

Children become more effective writers when parents and teachers encourage them to choose the topics they write about, then leave them alone to exercise their own creativity. The industriousness of such children has prompted one researcher to comment that they "violate the child labor laws." 5

Exercises:

1. Most children find it exciting to get something in the mail, to write and receive letters. Give them the junk mail you receive. Encourage relatives to write to your children occasionally; let the children write back, even if it's just a scribble. Send your child an occasional card from a "secret friend" urging him to work hard at school.

2. Always treat blank pieces of paper and pencils, pens, or crayons as something especially wonderful. "This is yours and you can put anything you want on it." Take a moment to write or draw something yourself. Always treat writing like something that matters.

3. Decide on a family message center -- the front of the refrigerator, the back of a door. Play "note tag." Anyone who gets a message must put up a note for someone else. If Joe finds a note that says "Feed the cat," he might write a note that says I did. I want some gum."

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4. When you are going to the grocery store or super market, select a word to look for. You can find a word in a grocery advertisement in the newspaper or a magazine. You could try these: sugar, salt, real, natural, vitamin, green. Have your child write the word down to take with you. See who can find the word written the most times on labels, packages, signs. (This game will help reading and counting, too.)

SPEAKING AND LISTENING

Research Finding:

A good foundation in speaking and listening helps children become better readers.

When children learn to read, they are making a transition from spoken to written language. Reading instruction builds on conversational skills: the better children are at using spoken language, the more successfully they will learn to read written language. To succeed at reading, children need a basic vocabulary, some knowledge of the world around them, and the ability to talk about what they know. These skills enable children to understand written material more readily.

Research shows a strong connection between reading and listening. A child who is listening well shows it by being able to retell stories and repeat instructions. Children who are good listeners in kindergarten and first grade are likely to become successful readers by the third grade. Good fifth-grade listeners are liekly to do well on aptitude and achievement tests in high school.

Parents and teachers need to engage children in thoughtful discussions on all subjects -- current events, nature, sports, hobbies, machines, family life, and emotions -- in short, on anything that interests children. Such discussions should not be limited to reading selections that are part of classwork.

Conversing with children about the world around them will help them reflect on past experiences and on what they will see, do, and read about in the future.

Speaking English at school is especially important for children who have not grown up speaking English.6

Exercises:

1. If you have a tape recorder, have your children form the habit from early grades on of recording themselves reading aloud any papers they write. If they look at their papers while listening to their recording, they are more likely to catch errors and to recognize awkward sentences.

2. In many cities there are numbers you can dial to hear prayers, jokes, time and temperature, etc. Toddlers can improve their habits of listening, and sometimes learn some words, by listening to these.

3. Too much television can interfere with learning, but there are excellent children's programs on PBS and other educational channels or networks. Let your children spend their television time on these.

4. If your children are learning English (or Spanish, French, Latin, German, etc.) at school, have them become teachers for their family at home. Really listen and work to learn the materials they bring home. Let them know they are helping the family. If you have a tape recorder, use it to check everyone's progress with pronunciation and accent.

5. Elect your child "family messenger" and explain that the job is very important. Start with simple things like telling grandma "dinner is ready" and progress to taking telephone messages.

DEVELOPING TALENT

Research Finding:

Many highly successful individuals have above-average but not extraordinary intelligence. Accomplishment in a particular activity is often more dependent upon hard work and self-discipline than on innate ability.

High academic achievers are not necessarily born "smarter" than others, nor do people born with extraordinary abilities necessarily become highly accomplished individuals. Parents, teachers, coaches, and the individuals themselves can influence how much a mind or talent develops by fostering self-discipline and encouraging hard work. Most highly successful individuals have above-average but not exceptional intelligence. A high IQ seems less important than specializing in one area of endeavor, persevering, and developing the social skills required to lead and get along well with others.

Studies of accomplished musicians, athletes, and historical figures show that when they were children, they were competent, had good social and communication skills, and showed versatility as well as perseverance in practicing their skill over long periods. Most got along well with their peers and parents. They constantly nurtured their skills. And their efforts paid off.

Developing talent takes effort and concentration. These, as much as nature, are the foundation for success.7

Exercises:

1. Encourage your children to try many different activities. Urge them to take part in school clubs, in music, art, sports, etc. If they are in programs, make sure that as many family members as possible go and watch -- even if you don't know the other people or understand the activity. Ask your child's teacher or counselor about free summer programs in your community.

2. Find role models for your children. Not just famous people, but successful students a few years older. Encourage them to imitate or follow the path of those both you and they admire.

3. Be positive rather than negative. If your child says "I want to be a movie star," don't say "You couldn't do that; you're poor and ugly and dumb." Say, "Why don't you give the drama club a try and see how it goes. The only rule is that you have to give it a good try."

4. The practice necessary to master any skill can be lonely, frustrating, and boring. This is where your child most needs your support and company. Ask the child learning a musical instrument to practice so you can listen while you do your work. If your child is learning a sport, take a watch and time her when she runs; catch for him while he practices pitching.

5. Never pass up the opportunity to mention someone who has succeeded because of hard work and effort. Point out, wherever possible, that your child has always reminded you of this hardworking, disciplined "star." Let everyone know that you are convinced that your child was born with the character and discipline to succeed no matter what the odds

IDEALS

Research Finding:

Belief in the value of hard work, the importance of personal responsibility, and the importance of education itself contributes to greater success in school.

The ideals that children hold have important implications for their school experiences. Children who believe in the value of hard work and responsibility and who attach importance to education are likely to have higher academic achievement and fewer disciplinary problems than those who do not have these ideals. They are also less likely to drop out of school. Such children are more likely to use their out-of-school time in ways that reinforce learning. For example, high school students who believe in hard work, responsibility, and the value of education spend about 3 more hours a week on homework than do other students. This is a significant difference since the average student spends only about 5 hours a week doing homework.

Parents can improve their children's chances for success by emphasizing the importance of education, hard work, and responsibility, and by encouraging their children's friendships with peers who have similar values. the ideals that students, their parents, and their peers hold are more important than a student's socioeconomic and ethnic background in predicting academic success.8

Exercises:

1. From the time your children are toddlers, let them know that you consider it a sure thing that they will get a good education. Never say, "I wish you would finish high school," or "I wish we were rich so you could get an education." Say, "After you graduate from high school . . ." or "When you have your degree." Let your child hear you tell other people, "Of course, she'll get a good education."

2. Let your children know that you trust them to work hard and achieve high goals. Make them feel special. Say, "From the time you were a baby, I could see you were different. You always worked till you got what you wanted, no matter how hard it was. Nothing discouraged you."

3. Show by the way you act and by your comments about other people that you consider hard work, responsibility, and self-discipline absolutely essential. Praise your child every time you see evidence of these qualities.

4. Take your children to see exhibitions of what people can achieve. There are many free or inexpensive art exhibits, museums, music recitals, sports activities. Ask for suggestions at the school, at your church, at your city library. Don't worry if it means leaving your house messy or if people will think you don't know what you're doing. Go.

5. Always remind your children that most of the things we admire were achieved by someone's hard work. Every building, road, book, medicine, appliance, whatever, was designed and produced by human beings -- people who once were as young and knew as little as your child.

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Selected ERIC Abstracts on this Topic

The following bibliographical entries are selected from the ERIC database. The articles themselves should be available at any education-related library, or through interlibrary loan. They can also be purchased directly from ERIC by calling the ERIC Document Reproduction Service at 1-800-443-ERIC.

Record 1 of 14 - ERIC 1982-1991

AN - ACCESSION NUMBER: ED335132
AU - PERSONAL AUTHOR: Jones,-Linda-T.
TI - TITLE: Strategies for Involving Parents in Their Children's Education. Fastback 315.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Phi Delta Kappa Educational Foundation, Bloomington, Ind.
PY - PUBLICATION YEAR: 1991
AV - AVAILABILITY: Phi Delta Kappa, Eighth Street and Union Avenue, P.O. Box 789, Bloomington, IN 47402-0789 ($0.90; Phi Delta Kappa members, $0.75).
NT - DESCRIPTIVE NOTE: 48 p.
PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
AB - ABSTRACT: This publication presents an overview of programs and practices that schools can use for involving parents in the education of their children at home and in school. The first chapter describes programs that demonstrate the ways in which parents can be involved in the education of their children of 1 to 5 years of age. A list of 10 approaches for involving parents in their children's early education is included. The second chapter discusses the topics of: (1) improving communication between home and school; (2) helping parents work with their children at home; (3) involving parents in school activities; (4) developing collaborative planning among parents, students, and teachers; and (5) empowering parents to become decisionmakers in their children's schools. The third chapter provides brief descriptions of parent workshops and activities that schools might want to offer or sponsor. Some are for parents only; others are for parents and children. The fourth chapter describes types of school-parent collaboration that can improve children's behavior, attitudes, and study habits. The concluding chapter offers guidelines for planning a successful parent involvement program. Contains 37 references. (RH)

Record 2 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED379590
AU - PERSONAL AUTHOR: Shermis,-Michael, Comp.; Smith,-Carl-B., Ed.
TI - TITLE: Parents and Children Together: Using the Library. Learning Package No. 52.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
PY - PUBLICATION YEAR: 1993
AV - AVAILABILITY: Learning Packages, ERIC/REC, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($16 prepaid).
NT - DESCRIPTIVE NOTE: 192 p.; All materials extracted from non-ERIC publications are reproduced with permission. Portions contain small or broken print. For Learning Packages 1-50, see ED 333 367-416; for Learning Packages 53-54, see CS 011 547-548 and CS 214 450.
PR - EDRS PRICE: EDRS Price - MF01/PC08 Plus Postage.
AB - ABSTRACT: This learning package on parents and children using the library is designed for implementation either in a workshop atmosphere or through individual study. The package includes an overview of the topic; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of articles and existing ERIC/Reading, English and Communication (REC) publications on the topic; a set of guidelines for using the learning package as a professional development tool; an evaluation form; and an order form. (RS)

Record 3 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED379589
AU - PERSONAL AUTHOR: Smith,-Carl-B., Comp.
TI - TITLE: Parents as Tutors in Reading and Writing. Learning Package No. 51.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): ERIC Clearinghouse on Reading, English, and

Communication, Bloomington, IN.
PY - PUBLICATION YEAR: 1993
AV - AVAILABILITY: Learning Packages, ERIC/REC, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($16 prepaid).
NT - DESCRIPTIVE NOTE: 153 p.; All materials extracted from non-ERIC publications are reproduced with permission. Portions contain small or broken print. For Learning Packages 1-50, see ED 333 367-416; for Learning Packages 52-54, see CS 011 547-548 and CS 214 450.
PR - EDRS PRICE: EDRS Price - MF01/PC07 Plus Postage.
AB - ABSTRACT: This learning package on parents as tutors in reading and writing is designed for implementation either in a workshop atmosphere or through individual study. The package includes a bibliography consisting of 42 selected document resumes from the ERIC database; a lecture/overview on the topic by Carl B. Smith, seven articles on the topic, most of which include reference lists, a set of guidelines for using the learning package as a professional development tool; an evaluation form, and an order form. (RS)

Record 4 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED379499
AU - PERSONAL AUTHOR: Francois,-Honore-L.
TI - TITLE: From Parent to Child. Final Performance Report for Library Services and Construction Act Title VI Library Literacy Program.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Prince George's County Memorial Library System, Hyattsville, Md.
PY - PUBLICATION YEAR: 1990
NT - DESCRIPTIVE NOTE: 67 p.
PR - EDRS PRICE: EDRS Price - MF01/PC03 Plus Postage.
AB - ABSTRACT: Prince George's County (Maryland) Memorial Library System received a grant to develop and implement a parenting-literacy project for the women in the County Correctional Center. The project's goal was to help the incarcerated female parent develop her own and her child's literacy skills. Eighty-eight women with children aged 5 and under or who were pregnant or the principal caregiver participated in one of four 6-week-long workshops. Through the workshops, the women were introduced to experiences and techniques they could use to influence and participate in their children's learning through language development/reading activities and to increase their own literacy and parenting skills. An evaluation form administered at the end of each cycle showed a 98 percent approval rating for the project. The literacy skills assessment results demonstrated that the women were not functionally illiterate. They were enthusiastic about the reading activities for themselves as well as for their children. (Following the 11-page report, appendixes provide the following: a detailed description of the video series, Footsteps, that was used to present parenting issues, concerns, and techniques; evaluation form; program brochure; interviews with program completers; and copies of news articles and annual report.) (YLB)

Record 5 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED377307
TI - TITLE: Parenting Resource Book.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Center for Literacy, Inc., Philadelphia, PA.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 328 p.
PR - EDRS PRICE: EDRS Price - MF01/PC14 Plus Postage.
AB - ABSTRACT: This document contains a project report and a parenting resource book of materials for use in family and other adult basic and literacy education programs. The project report details how focus groups were conducted to determine the interests of adults in family literacy classes. Ten categories of interest were identified and materials were collected or developed for inclusion in either part one, instructional materials on a low reading level for use with students, or part two, an annotated bibliography of additional resources for students and teachers, of the book. Findings indicated teachers found the materials a useful resource; students felt the materials addressed their needs or, in cases where more extensive information was sought, the materials provided good introductory information on a topic. The nine-page final report is accompanied by the parenting resource book which consists of two sections. Part 1 contains materials that were collected or developed to respond to the interests expressed by students in seven family literacy classes. These brief materials--lists, articles, and fact sheets--are divided into 10 categories: child development, communication,

discipline, formal education, health--adults, health--children, informal learning, parenting, pregnancy, safety, and values. Part 2 is an annotated bibliography of 50 resource materials. Each entry provides author, title, source, date, and number of pages. (YLB)

Record 6 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED376333
TI - TITLE: Continuing the Exploration of Books: A Family Literacy Program for Challenged Adults. Final Report.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Doctor Gertrude A. Barber Center, Erie, PA.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 16 p.
PR - EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.
AB - ABSTRACT: A family literacy program was developed for families containing young children and learning-challenged adults whose limited reading skills made it impossible for them to read aloud to their children. The program's primary objective was to upgrade the parents' reading skills and knowledge of children's literature. The program was staffed by a literacy coordinator, reading instructor, and paraprofessional and was targeted toward parents currently enrolled at the Dr. Gertrude A. Barber Center in Erie, Pennsylvania. The program was designed for a class of no more than 15 parents. Each of the 20 class meetings held between December 1993 and April 1994 was organized around a specific theme and included oral reading sessions and theme-related activities. According to the project staff, parent participants not only became aware of the benefits of reading to their children but also achieved significant gains in sight vocabulary, oral reading skills, reading comprehension, and self-esteem. (Included are 20 sample lesson plans for classes on the following themes: computers, multicultural awareness, dogs, Christmas, Dr. Seuss, family, Dr. Martin Luther King/peace, Sesame Street, hygiene/safety, Valentine's Day, cats, colors, seasons, love, nature, the environment, self-esteem, nutrition/cooking, manners, and reading in front of a video camera.) (MN)

Record 7 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED372296
TI - TITLE: Native American Parents as Teachers of Their Children. Final Report [and] A Four-Part Workshop.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Montana State Univ., Bozeman.
PY - PUBLICATION YEAR: [1994]
NT - DESCRIPTIVE NOTE: 103 p.
PR - EDRS PRICE: EDRS Price - MF01/PC05 Plus Postage.
AB - ABSTRACT: A project was conducted to develop a series of culturally relevant family literacy instructional materials (written and videotaped) that could be used with undereducated Native American parents who desire to increase their own knowledge, skills, ability, and self-confidence in order to become more effective teachers of their own children. The materials were designed to help parents assist their children with reading and mathematics skills and to assist parents to become more effective advocates for their children in school. This packet includes a narrative report of the project, a facilitator's guide for conducting a four-part parent workshop, and originals for handout materials to give parents. The facilitator's guide is organized into eight sections. The first two sections provide an overview of the project and information on how to use the guide. The third section provides tips for working with Native Americans. The following four sections focus on these topics: the important role that parents play as teachers of their children and how they can have a positive impact on their children's academic achievement; the importance of storytelling, book handling skills, gross and fine motor skills, learning basic sounds, and beginning mathematics skills; the importance of helping their children learn how to read; and the importance of parents being advocates for their children when they enter school. The materials for each of these four sections are organized in a series of parent outcomes. Each outcome is followed by one or more points to be made, one or more learning activities for participants, materials needed for the facilitator and for the participants, and resources and references, where appropriate. The next section lists 14 resources (sources for the reference materials noted in the reference sections of each instructional section of the guide). The handouts provided are labeled as to the outcome/point they address. (KC)

Record 8 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED372294
AU - PERSONAL AUTHOR: Don,-Roslyn; Carty,-Joanna
TI - TITLE: Parents, Children and Learning. A Family Literacy Curriculum To Support Parents of Children in

Kindergarten and First Grade. Part Three. Summer Learning Camp.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Center for Literacy, Inc., Philadelphia, PA.
PY - PUBLICATION YEAR: [1993]
NT - DESCRIPTIVE NOTE: 89 p.; For parts one and two, see CE 066 925-926. For final project report, see CE 066 924.
PR - EDRS PRICE: EDRS Price - MF01/PC04 Plus Postage.
AB - ABSTRACT: This manual is the third of a three-part series of materials from a family literacy demonstration project conducted in Philadelphia public schools. It contains five units. The beginning unit has activities to use in getting started and to use as everyday activities throughout the program. The other four units have theme activities appropriate for the week (aquatic unit, hands-on learning unit, farm unit, and recreation unit). The units are organized into lessons. Each lesson has some or all of the following components: teacher information sheet, staff-assisted station card, independent station card, parent's handout, worksheets, rules lists, trip sheets. (KC)

Record 9 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED372293
AU - PERSONAL AUTHOR: Don,-Roslyn; Carty,-Joanna
TI - TITLE: Parents, Children and Learning. A Family Literacy Curriculum To Support Parents of Children in Kindergarten and First Grade. Part Two. Adult Activities.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Center for Literacy, Inc., Philadelphia, PA.
PY - PUBLICATION YEAR: [1993]
NT - DESCRIPTIVE NOTE: 81 p.; For parts one and three, see CE 066 925 and CE 066 927. For final project report, see CE 066 924.
PR - EDRS PRICE: EDRS Price - MF01/PC04 Plus Postage.
AB - ABSTRACT: This manual is part two of a three-part series of materials from a family literacy demonstration project conducted in Philadelphia public schools. It contains materials on 10 themes that were taught over a 7-month period. The activities in each theme are organized into class activities and home activities. The class activities support the adults' learning. The home activities include some for parents and others for parents to use with children. Information is provided on the purpose for the activities and materials needed; parents' background handouts also are included. The 10 themes covered in the manual are the following: an exploration of patterns; sequencing; home budget and money mathematics; fractions and manipulative objects; percents and probability; categorizing; science explorations; family stories; family writing; and child development. (KC)

Record 10 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED372292
AU - PERSONAL AUTHOR: Don,-Roslyn; Carty,-Joanna
TI - TITLE: Parents, Children and Learning. A Family Literacy Curriculum To Support Parents of Children in Kindergarten and First Grade. Part One. Background Materials.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Center for Literacy, Inc., Philadelphia, PA.
PY - PUBLICATION YEAR: [1993]
NT - DESCRIPTIVE NOTE: 50 p.; For parts two and three, see CE 066 926-927. For final project report, see CE 066 924.
PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
AB - ABSTRACT: This document provides an overview of a family literacy demonstration project conducted to offer family literacy classes in three public schools in Philadelphia. The project was designed to help adults meet their own needs and to enable them to support their children's learning. The whole-language, learner-centered approach was used. Background materials included in this document include the following: description of the instructional model and the correspondence of instruction to the Philadelphia School District's kindergarten and first grade curricula (depicted in an extensive grid) and a bibliography listing 67 recommended children's books; 27 resources for parents and educators; 7 resources for educators, 15 resources related to adult themes; and 5 family literacy resources. (KC)

Record 11 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED370081
AU - PERSONAL AUTHOR: Behm,-Mary; Behm,-Richard

TI - TITLE: Let's Read! 101 Ideas To Help Your Child Learn To Read and Write. Bilingual Edition. Revised Edition = Leamos! Prepare a sus hijos a leer y escribir: 101 Ideas. Texto Bilingue.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
PY - PUBLICATION YEAR: 1995
AV - AVAILABILITY: ERIC Clearinghouse on Reading, English, and Communication/EDINFO Press, Indiana University, P.O. Box 5953, Bloomington, IN 47407 ($8.95 plus $3 shipping and handling; Indiana residents add 5% sales tax).
NT - DESCRIPTIVE NOTE: 126 p.; Published with EDINFO Press. Supersedes previous edition, see ED 358 443. New material consists of "Preface" and "For More Information."
PR - EDRS PRICE: EDRS Price - MF01/PC06 Plus Postage.
AB - ABSTRACT: Based on the idea that parents are the first and most important teachers, this bilingual (Spanish/English) book offers 101 practical and fun-to-do activities that children and parents can do together. The revised edition provides a preface by Professor Josefina Villamil Tinajero and additional information of particular interest to Latino parents. The activities in the book are organized to fit the way parents tend to think about their time with their children: in the nursery; around the home; at bedtime; on the road; out and about; when you're away; using television; and success in school. The book concludes with an afterword and a list of additional resources for parents. (RS)

Record 12 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED361670
AU - PERSONAL AUTHOR: Poulton,-Constance-L.
TI - TITLE: Family Literacy Programs: Adult Curricula and Evaluation.
PY - PUBLICATION YEAR: 1993
NT - DESCRIPTIVE NOTE: 166 p.; Master's Project, Weber State University.
PR - EDRS PRICE: EDRS Price - MF01/PC07 Plus Postage.
AB - ABSTRACT: Designed to increase awareness of family literacy programs, this project report deals with definitions of literacy, the research base, typology of family and intergenerational literacy programs, and evaluation of these programs. The report is designed to be a resource for teachers/practitioners and administrators/funders of family literacy programs. It includes: (1) a review of the literature on family literacy; (2) a directory of available adult curriculum materials suited to family and intergenerational literacy programs; (3) formative evaluation forms for use by teachers and adult students in family and intergenerational literacy programs; (4) materials designed to be used in presentations at conferences and workshops to increase understanding of family and intergenerational literacy programs and to promote programs; and (5) evaluation forms for curricula, evaluation forms for adult students, and presentation materials. Five tables illustrating various typologies of family literacy programs are included. Contains 59 references. (Author/RS)

Record 13 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED355484
AU - PERSONAL AUTHOR: Cullinan,-Bernice; Bagert,-Brod
TI - TITLE: Helping Your Child Learn To Read (with Activities for Children from Infancy through Age 10).
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Office of Educational Research and Improvement (ED), Washington, DC.
PY - PUBLICATION YEAR: 1993
NT - DESCRIPTIVE NOTE: 68 p.; Two-tone illustrations will reproduce in shades of gray.
PR - EDRS PRICE: EDRS Price - MF01/PC03 Plus Postage.
AB - ABSTRACT: Focusing primarily on what parents can do to help children up to 10 years of age with reading, this booklet offers activities designed to lay the foundation for children to become lifelong readers. The first section of the book offers some basic information about parents reading to their children. The second section offers suggestions to guide parents to: read with their children and make it enjoyable; stimulate their children's interest in reading and language; and learn about their children's school reading programs and find ways to help. The book then presents 7 reading activities and 12 writing and talking activities. A brief discussion of parents and the schools; a postscript about older children; and lists of 71 resources for children (books and magazines) and 20 for parents (books and organizations) are attached. (RS)

Record 14 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED353402
TI - TITLE: Learn Together: Activities for Parents and Children [and] Leader's Guide.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): New Educational Projects, Inc., Lancaster, PA.
PY - PUBLICATION YEAR: [1992]
NT - DESCRIPTIVE NOTE: 92 p.; For related documents, see CE 062 809-811. A 353 Special Project of the Pennsylvania Department of Education.
PR - EDRS PRICE: EDRS Price - MF01/PC04 Plus Postage.

AB - ABSTRACT: This set of instructional materials consists of a 12-page leader's guide and 75 activity sheets to be used in adult literacy programs by parents who want to help their children learn. The leader's guide explains the purpose of the materials and offers suggestions for use of the materials one on one, in a class group, and outside the class or program. There is also subscription information for 10 children's magazines and a list of recommended children's books for levels K-3. The activities are for preschool through grade three and are presented in approximately the same order they are introduced in school. There are four groups of activities: (1) prereading activities, to acquaint children with concepts such as sizes, shapes, colors, pencil, and paper; (2) reading activities, following traditional school curricula, alphabet through phonics; (3) simple creative writing activities to reinforce reading; and (4) math activities, to develop comprehensive basic math skills. The activity sheets are easily reproducible. Each begins with a statement of purpose and tells how to proceed. Items that may be needed in performing certain activities are listed as are suggestions for further activities. Each activity is designed to be used as an individual unit, independent of the others. (CML)

EXAMPLE PRACTICE EXERCISE FOR MODULE 4

MODULE 4 — CURRICULUM MATERIALS FOR PARENTS

Outline the design of curriculum materials for teaching the adult education life skills topic "Filling out official forms" described below. These materials should be for two hours of class activity. Describe the materials and outline how you would use them. (It may help to imagine that you are providing these materials for another teacher to use.)

> **Filling out official forms**
>
> Parents in your program often have problems when they need to fill out welfare and health benefits forms or deal with rental agreements for their housing. As part of the program's preparation for entering the workforce, they also need to know how to fill in a job application form.

Example practice exercise

Materials:

Copies of forms from welfare and health benefits offices, copies of rental agreements (supplied by students), job application forms from local employers—enough copies for whole class.

Handout summarizing the main component parts of a rental agreement.

Classroom use:

- Start with student anecdotes about their experiences with various bureaucracies.
- Look through one welfare form as a class, then small group work on completing the form.
- Discuss any problems of interpreting the form.
- Individual work on other forms, followed by small group discussions of problems.
- Class discussion of purposes of rental agreements and their main component parts.
- Using handout summary, small group work on identifying the component parts of several agreements.
- Small groups report back to whole class.
- Class discussion of types of questions asked by employers on job application forms, and the purpose of those questions.
- Individual filling out of sample job application forms, followed by class discussion of problems.

L530 FAMILY LITERACY

Rita Mills
7/94

Overview

For my two projects, I have chosen to create both lessons plans and parent packets to go with the lesson plans. I have combined the two projects into one large project because it seemed logical to have the parent packets to not only supplement the lessons but to also be a built-in evaluation of the completed objectives of each lesson.

I have chosen to create lesson plans because the adult educator for our family literacy program has not had the luxury of formal lessons to use during "parent time." Previously, our adult educator has used the "parent time" to have discussions about the problems of raising children. While this is valuable, we felt that both the program and the "parent time" should be more focused.

Our previous broad goal has been for parents to spend one-on-one time with their child(ren). This next school year's goal is for the parents to not only spend one-on-one time with their child(ren), but to also realize that they are indeed their children's first teacher. The parents will learn how to find time for their children, how to question their children, and how to find creative and fun ways to help their children become better readers. The lessons from the parent packet are geared for 4 to 8 year old's.

I have chosen what I feel to be the first and most important lessons the parents should learn in order to help their children. The lesson plans follow a certain sequential pattern, but they do not necessarily need to be taught exactly in the order they are listed. The contents of the lesson plans have been designed in such as way so that our ABE instructor will feel comfortable teaching the lessons. While each of the ten lessons is geared for approximately one hour, I have divided each lesson into two "mini" lessons so that our instructor can use each part during the half hour to 45 minutes parent time allotted in her schedule.

The lessons are targeted toward the typical parents who have attended the program. The majority are females in their late 20's or early 30's. The majority of our parents receive public assistance, and are at least the second generation of families on assistance. The majority read at a 5th-8th grade level and have at least one child below school age.

L530 Family Literacy

Diana Brannon, Instructor

Lessons Plans

by

Rita Mills

July, 1994

FAMILY LITERACY LESSON PLANS

Rita Mills

OVERVIEW

Objectives:

1. Parents will learn to help the child develop oral language skills through songs, rhymes, family discussions, and sharing of stories.
2. Parents will develop techniques to cultivate the child's pleasure in reading by reading aloud to him.
3. Parents will generate ideas to broaden the child's exposure to new words, new ideas, and new experiences through writing and sharing activities.
4. Parents will encourage the child's feeling of self-confidence and independence through shared family experiences.

Areas of Focus:

Introductory Lesson	Time Management
Lesson 1	Oral Language
Lesson 2	Prereading Skills
Lesson 3	Model Reading (Taped Reading)
Lesson 4	Model Reading (Parent Oral Reading)
Lesson 5	Model Reading (Questioning Techniques)
Lesson 6	Extending Literature (Making Puppets)
Lesson 7	Extending Literature (Making Books)
Lesson 8	Writing (Simple Sentences)
Lesson 9	Writing (Stories)

Introductory Lesson: Time Management

Estimated Time:	40-60 minutes
Objective:	Parents will choose a specific time block for each day of the week to spend with one child.
Resources:	*DAILY ACTIVITY: FINDING TIME FOR YOUR CHILD activity sheet;* *TIME MANAGEMENT SHEET* for parents to take home; refrigerator magnets

1. Discuss with parents:
   "What are some things you do with your child(ren) at home?"
   "Do these things tend to occur the same time each day?"

2. Explain how to fill out the *Daily Activity* Sheet.
   Stress these are general activities for a typical day.

3 Give parents approximately 20 minutes to fill out the *Daily Activity* Sheet.

4. Discuss the bottom two questions on the activity sheet.

   Brainstorm as a group how different activities can be prioritized and shuffled to make at least a 15 minute time block.

   Emphasize to parents that for these activities that it will be one parent-one child.

   If the parent has more than one child, parents should decide how they want to approach this:
   Do they want to work specifically with one child?
   If they want to take turns, how will they go about it?

   Remind parents that it is better, if possible, to have the same time block scheduled every day to do activities with their child.

5. Have the parents set a specific 15 minute block of time to spend doing activities with their child at home everyday.

Homework/Evaluation:

Pass out the *TIME MANAGEMENT SHEET* and a refrigerator magnet to each parent.
Explain to parents that they should post the sheet in a busy place so that they and the child can see it often.
Hand out magnets and explain that they can be used to put the sheet on the refrigerator.
Explain that the old sheet will be turned in and put in their portfolio, and a new blank sheet will be given out at the beginning of the new week.

Rita Mills

LESSON 1: Oral Language

Estimated Time:	1 hour
Objective(s):	Parents will learn gestures to accompany the song "Teddy Bear, Teddy Bear," and will use the gestures with their child. Parents will read and illustrate with their child the nursery rhyme "Jack and Jill."
Resources:	"Wee Sing" cassette tape, cassette player, chart paper, markers, copies of "Teddy Bear, Teddy Bear" song, copy of nursery rhyme "Jack and Jill" (on *Nursery Rhyme Time* handout)
Pre-activity:	Have the parents share with the group the activity they did with their child from the previous lesson. Discuss things they feel were successful and things they feel were not quite successful. Have them give suggestions for improvements.

Part One Activities:

1. Discuss with parents:
   What are some favorite rhymes or songs you remember from your childhood? Can you recite them?
2. Have parents recite rhymes or songs they remember. Tell them that most young children's rhymes or songs follow a rhythmic pattern. This pattern makes the rhymes or songs easy for the child to follow in print.
3. Present the song sheet *"Teddy Bear, Teddy Bear"*. Give a copy to each parent. Read the title to the group.
4. Read the song to the parents. Encourage them to read along with you. Emphasize the rhythm.
5. Play the recording of the song. Encourage everyone to sing along with the tape.
6. Discuss the song. Ask them:
   Was the song one that you already knew?
   Have you already used it with your child?
   Do you know of any gestures that can be used while singing the song?
7. Demonstrate the gestures from the song sheet. Have the parents go through the gestures with you singing the song a second time.
8. Ask the parents to put in the words "Puppy Dog, Puppy Dog" instead of "Teddy Bear, Teddy Bear" and sing the song again.
9. Brainstorm together other things the puppy dog could do to add new verses to the song.
   Write these ideas on the chart paper using markers. Encourage the parents to copy them onto their song copy.
10. Sing the song again using the words "Puppy Dog, Puppy Dog", putting in the new verses.

LESSON 1: Oral Language

Part Two Activities:

1. Have the parents recall any nursery rhymes they remember from their childhood.
   Ask them which were their favorites and why.
   Let them recite the nursery rhymes.
2. Ask the parents to think of where they could find copies of nursery rhymes to read to their children.
   Explain that books of nursery rhymes for younger children need to have simple big pictures and large, easily read print.
3. Pass out copies of the nursery rhyme "Jack and Jill".
   Read the nursery rhyme to the group.
   Encourage them to read along with you.
4. Copy the rhyme onto chart paper using markers.
   (Be sure to ***print*** the words in large letters and use correct capitalization/punctuation.)
5. Tell the parents that one way to help guide their child to reading is to have lots of print for them to see. Putting nursery rhymes on big sheets of paper and letting their child draw pictures on it is one method of exposing children to print.
6. Draw some simple pictures on the chart paper to go with the rhyme "Jack and Jill" to demonstrate how their child can decorate poems.
   (Stick people are acceptable.)
7. Parents will print the rhyme "Jack and Jill" on their own chart paper.
8. Tell the parents that after their child has finished the art work on the rhyme, they could display it on the refrigerator, on the wall, or on a door.
   They then will read the nursery rhyme to their child whenever they can.
   Encourage them to let their child "read" it along with them.

Homework/Evaluation:

Have the parents take home their copies of "Teddy Bear, Teddy Bear" and "Jack and Jill" (on "Nursery Rhyme Time" handouts).

They will sing the song with their child teaching their child the gestures that go with the song.

They also will read the rhyme to their child and then will let their child decorate it after it has been written onto a larger sheet of paper.

Provide parents a copy of the "Sing a Song" activities in the Parent Education Packet. Explain any questions they may have about the take-home activities from the Parent Packet.

LESSON 2: Prereading Skills

Estimated Time: 1 hour

Objective: Parents will learn different ways to sort and classify everyday objects.

Resources: Chart paper, markers, 20 small objects from preschool room, old magazines, catalogs, scissors, glue, white paper

Pre-activity: Have the parents share with the group the activity they did with their child from the previous lesson. Discuss things they feel were successful and things they feel were not quite successful. Have them give suggestions for improvements.

Part One Activities:

1. Discuss with parents:
   What are some things your child can do by himself?
   Which of these things did you teach him to do?
   Before he goes to kindergarten, what do you want him to be able to do?

2. Tell the parents that sorting and categorizing is one skill that will help their child get ready for school and reading.

3. Display 20 small objects from the preschool room.
   Have the parents identify each object orally as a group.

4. Ask the parents to put the objects in groups according to their color.
   Parents work as a team or (in groups) to divide objects.

5. Ask the parents, " What is another way we can group the objects?"
   If no one suggests any way ask, "Can we arrange them by size?"

6. Have the parents arrange the objects by size. (Or by the way they suggested.)

7. Brainstorm together other ways the objects can be arranged.
   Possible suggestions are: by their shape, by designs on them, by the way they are used, and by who uses them.

8. Ask the parents:
   What do you have in your home that you could use to do this activity with your child? Parents brainstorm as a group.

9. On a piece of chart paper list their suggestions.
   Possible suggestions include: having the child separate socks from the laundry by size, by color, by designs, or by owner
   or have the child arrange books, toys, pencils, etc. by using the same criteria.

LESSON 2: Prereading Skills

Part Two Activities:

1. Remind the parents that categorizing is an important skill to prepare their child for school.

2. Hand out old magazines and catalogs.
   Have the parents cut out objects that fit the category of: "Things that are red."
   They then glue these onto a sheet of white paper.

3. Ask the parents if they could think of other ways the red objects could be categorized. For example they could be categorized by size, by shape, or by use.

4. Have the parents decide a category they want to use. Parents will break into small groups or one large group.
   They cut out the objects and glue onto the back of their *red objects* paper.

5. After the parents are finished,let them share what their category was and share how else they could separate the items.

Homework/Evaluation

Ask the parents to do a sorting activity with their child.

They can use any objects from their home.

Encourage them to let their child arrange the objects independently after they have done the activity once or twice with their child

They then ask the child, "How did you arrange the ____?" "What is another way you can arrange them?"

Provide parents copies of "Name that Shoe",
"Pick a Bean"
from the Parent Education Packet.

Answer any questions they may have about the take-home activities.

LESSON 3: Model Reading (Taped Reading)

Estimated time:	1 hour
Objective(s):	Parents will learn how to use expression when reading a picture book out loud. The parents will make a recording of a book to be used with their child.
Resources:	Copies *of Clifford the Big Red Dog* , *Curious George, Are You My Mother?*, and *Moongame* (children's books), cassette players, blank cassettes, copies of book and cassette of *Aladdin* and other such stories.
Pre-activity:	Have the parents share with the group the activity they did with their child from the previous lesson. Discuss things they feel were successful and things they feel were not quite successful. Have them give suggestions for improvements.

Part One Activities:

1. Make copies of *Clifford the Big Red Dog, Are You My Mother?, Moongame,* and *Curious George* available for parents to look through.
   Also have recorded books with cassettes available for them to inspect.

   Break parents into groups. Have then listen to the stories, then trade with another group.

2. After parents have listened to at least one book and recording, ask the parents if their child likes to listen to recorded stories.
   If so, which are their favorites?

3. Discuss as a group which book/cassettes they enjoyed to most. Why?

4. Tell the parents that many books are available on cassette for them to use in *addition* to their reading to their child.
   Inform them that you will be showing them some ways to use prerecorded books and parent-recorded books with their child.

5. Have the parents listen to the prerecorded cassette for the book *Aladdin*..
   Have parents talk about parts of the book they enjoyed.

   Ask and discuss : "What makes a prerecorded book interesting to a child?"

   "Some prerecorded books are difficult for children to follow. Why do you think this is true?"

LESSON 3: Model Reading (Taped Reading)

Part Two Activities:

1. Give each parent a copy of *Moongame* by Frank Asch. Encourage them to look through the book again.
   Ask them questions about the characters:
   Are they shown well in the pictures?
   Do they appear happy or sad?
   Does the story take place in a real or imaginary place?
   Are the characters realistic or make-believe?
   What is the character's problem?
   Does he work it out?

2. Point out the title and author of the book. Read the book to the parents slowly and carefully using expression in your voice.

3. Ask the group :
   "When would your child enjoy hearing a story you have recorded?"
   "How would you record a story?"
   "Would you have to have sound effects in your recording?" "Why, or why not?"
   "How could you use a story you have recorded with your child?"

4. Next play the recording of *Moongame* you have made ahead of time.
   Have the parents follow along in the copies of the book while they listen to the recording.
   Have them give their opinions of the recording:
      Would it be interesting to their child?
      Would their child like the book?
      Was the book easy to follow with the recording?
      How would they let their child know when to turn the pages?
      What could they add to a recording to make it even more interesting?

5. Read *Are You My Mother?* to the group.
   Be sure to use expression and sound effects.
   Ask the group to read the book again with you. Have them practice using different sounds for the different voices.
   Brainstorm as a group for additional ideas on how to make the book sound interesting.
   Emphasize that they do not have to make the recordings sound professional.
   The main idea is to choose a book their child would easily follow and enjoy.
6. Have the parents practice recording a book on a blank cassette tape.

Homework/Evaluation

The parents choose a book to record and read with their child.
They also choose a prerecorded book and cassette to share with their child at home.
Answer any questions the parents may have about the take-home assignment.

LESSON 4: Model Reading (Parent Oral Reading)

Estimated Time: 1 hour

Objective(s): Parents will divide different books into age-appropriate groups. Parents will learn how to hold a child while reading a book to them.

Resources: Copies of about 20 different types of children's books for different age groups from birth to age eight, stuffed bear, the book Moongame by Frank Asch, and the handout *"Reading Aloud With Your Child"*.
(Be sure to include a variety of books with small print and a lot of words, books with large print with fewer words per page, books with simple pictures, and books with detailed pictures.)

Pre-activity: Have the parents share with the group the activity they did with their child from the previous lesson. Discuss things they feel were successful and things they feel were not quite successful. Have them give suggestions for improvements.

Part One Activities:

1. Ask the parents if they enjoyed being read to as a child at home and in school. Ask them if they could name some of their favorite books that were read to them. Name some of your favorites.
2. Have the parents look through the children's books you compiled. Give them about 10-15 minutes to look through and read them.
3. Ask them to name which books they think their child would like.
   Have them tell why.
4. Explain to them that there are many children's books on the market to choose from, but they may want to follow some guidelines in choosing books to read to their child.
5. Tell them that for a young listener, the book needs to have large simple pictures. Books with detailed pictures are fine for an adult, but are not as interesting to a young child.
   Ask them to point out books from the compiled stack that may have pictures that may be too detailed for a young child.
6. Tell them that the print needs to be as large as possible. But it should not take up most of the page, leaving no or little room for pictures. Have them show books from the stack that fit this category.
7. Explain that as their child gets older, the books can become more detailed.
   Have them divide the books into stacks they think would be good for infant to 1 years old, for 2 to 3 years old, and for 4 to 8 years old.
   After they are finished, discuss why they divided the books the way they did.
   Tell them that it is acceptable to read any book for any age group. The child should take the lead in what (s)he likes/wants.

LESSON 4: Model Reading (Parent Oral Reading)

Part Two Activities:

1. Tell the parents that you want them to pretend that a stuffed bear is a child, and that you are going to read a book to it.

2. Read *Moongame* by Frank Asch to the stuffed bear. Don't let the bear see the pictures. Read the book very quickly and use a monotone voice.

3. Encourage the parents to share how the bear would react to your reading if it were a real child.
   Would it be able to sit still during the reading?
   Would it be interested in the story?
   Have them share their ideas and give reasons to back them up.
4. Tell the parents that you are going to pretend again that the stuffed bear is a child.
   Read the book *Moongame* again, but with the bear in your lap.
   Hold the book in front of you and the bear.
   Model the steps in *"Reading Aloud With Your Child"* pretending the bear is responding like a real child.

5. Ask the parents to tell which reading a child would have enjoyed better -- the first or second reading? Have them share why they feel that way.

6. Pick one of the lengthy books that has quite a lot of words in it. Have the parents pretend that the bear is a three year old child.
   Read the book to the bear, modeling the steps in "Reading Aloud With Your Child".
   While you are reading pretend the bear is squirming and is restless.

7. Have the parents discuss the bear's behavior. Ask, "Even though I was reading like I was supposed to, why do you think the bear didn't pay attention very well?"

8. Stress to them how important it is to pick a book that would be appropriate to the interest level of their child.
   Encourage them to bring books to the group in order to share ways of choosing books for their child.

9. Have parents choose one of the books to take home to read to their child.

Homework/Evaluation

Provide parents a copy of the "Reading Aloud With Your Child" handout.

Answer any questions the parents may have about the take-home assignment.

Following the guidelines in the handout, the parents will read at least one book to their child.

Rita Mills

LESSON 5: Model Reading (Questioning Techniques)

Estimated Time: 1 hour

Objective(s): Parents will learn questions to ask their child when reading a book together.

Resources: paper bag with small toy truck inside, chart paper, markers, stuffed bear, *"Asking Everyday Questions"* handout, books *Moongame* and *Moondance* by Frank Asch.

Pre-activity: Have the parents share with the group the activity they did with their child from the previous lesson. Discuss things they feel were successful and things they feel were not quite successful. Have them give suggestions for improvements.

Part One Activities:

1. Hold up to the group the paper bag that has its top turned over and taped shut. Tell them you have an object in the bag and you want them to guess what is inside. You can only answer their questions with a Yes or a No. Shake the bag and answer questions for about 5 minutes. Give no hints.

2. If the parents have guessed what is in the bag, go on to the next step. If they haven't guessed the identity of the object in 5 minutes, give them a hint such as: "It is something a child would play with." After about 2 more minutes if they haven't guessed, show them the object, or give more hints.

3. Have them tell what kinds of questions helped them figure out what the object was. Tell them general questions like "Is it round?" or "Does it have colors on it?" help to identify the object quicker than questions like "Is it a ball?" "Is it brown?"

4. Use the book *Moongame* and have the parents look at a page that has no writing on it. Have them tell about everything they see on the page.

5. Brainstorm together questions that may be asked about the page.
   Write their responses on the chart paper.
   Examples of questions include:
   What do you see?
   Is it an animal? What kind?
   What is he doing?
   What do you think will happen next?
   Is the character happy? Sad?
   Where is this happening?
   Does it look like our house, yard, town, etc.?

6. Look together at another picture.
   Do the same steps as above.
   See if any other questions can be generated to add to the chart.

LESSON 5: Model Reading (Questioning Techniques)

Part Two Activities:

1. Model reading *Moondance* to the stuffed bear using the guidelines in "Reading Aloud With Your Child".
   Be sure to ask the bear questions similar to the ones below while you are reading:
   What do you see on the cover?
   I wonder what he is doing?
   Do you like to dance?
   There are stars in the sky.
   I wonder if it is day or night?
   Where is Little Bird sleeping?
   We do jobs at our house. What does mommy do? What do you do?
   I like the rain. Does Little Bear? Do you?
2. When you finish the book ask the bear, "Would you like to help me dance with the moon like Little Bear did?"
3. Dance around with the bear pretending you are splashing in the puddles like he did.
4. Explain to the parents that the questions they ask while reading depends upon their child. They may want to identify items in a picture for the very little ones. For example:
   "Show me the bear."
   "Show me the tree."
   Tell them to encourage the child to talk and ask questions while the parent is reading.
5. Give parents copies of the *"Asking Everyday Questions"* handout.
   Read the list of questions one at a time and ask them how they would respond to their child if they were asked these questions.
   Emphasize that these types of questions have no exact right or wrong answer.

Homework/Evaluation:

The parents read to their child asking questions as they read. They will encourage their child to talk and ask questions during the story.

Provide parents copies of the handouts "Story Questions For 4 Years Old and Up", "What's in My Bag?", and "Trip to the Store" from the Parent Education Packet.

Answer any questions the parents may have about the take-home assignment.

LESSON 6: Extending Literature (Making Puppets)

Estimated Time: 1 hour

Objective(s): Parents will make sock puppets to go with the book *Moondance*. Parents will learn how to use puppets when reading a story with their child.

Resources: colored paper, glue, scissors, socks, large & small buttons, needles, thread, yarn, scraps of material, book Moondance by Frank Asch, and handout *"Make a Puppet"*

Pre-activity: Have the parents share with the group the activity they did with their child from the previous lesson. Discuss things they feel were successful and things they feel were not quite successful. Have them give suggestions for improvements.

Part One Activities:

(Ahead of time construct a sock puppet putting brown "bear" ears on it with colored paper or material. Use large buttons for the eyes and nose. Make another sock puppet using yellow paper for the beak and black for a hat. Use little buttons for eyes.)

1. Read to the parents the book *Moondance* by Frank Asch.
   Use expression and different voices for Little Bear and Little Bird.
   Ask the parents to brainstorm things they could do with their child after having read the book to them several times.
   Remind them of the dance from a previous lesson.

2. Tell the parents that one activity that can be done to retell the story after it has been read is making puppets.
   Using the Little Bear sock puppet and Little Bird sock puppet retell the story having the puppets say their parts. (When you are retelling the story, keep it simple. But be sure to follow the sequence of events from the story.)

3. Hand out the materials to make the sock puppets. Let the parents be creative when using the materials.
   Emphasize that the socks may be kept simple with just eyes, ears, hair, and nose.

4. Show them how to hold the puppet on their hand. Let them practice moving the puppets' mouth.

   Since buttons could choke younger children, remind the parents to not let their child use the puppet as a toy.

5. Practice with the parents retelling Moondance together again.
   Remind them to use different voices for Little Bear and Little Bird.

LESSON 6: Extending Literature (Making Puppets)

Part Two Activities:

1. Discuss with the parents other ways that puppets might be used in reading with children.
   For example the puppet could be the reader of the story with the adult holding it and moving it as she/he reads the book with the child.
   Or, the child could hold and move the puppet while the parent reads the story.
   Let the parents share their ideas on ways the puppets could be used.

2. Tell the parents that another way to use puppets is to let the child use it to help speak a part of the book, especially nursery rhymes or repeated/predictable phrases.
   For example, in the story "The Three Little Pigs" the pig puppet could say, "Not by the hair on my chinny chin chin!"
   The wolf puppet could say, "I'll huff and I'll puff and I'll blow your house down!"

3. Tell the parents that puppets could also be made for pre-taped books.
   While the child listens to the story he/she could use the puppets to act out the story.

4. Puppet shows for the family and friends could be done to help retell a story. At first the child might want to use prerecorded stories to perform with. They then could advance to stories they retell.

5. Sock puppets are one kind of puppet to make.
   Brainstorm with the parents other materials and ways puppets could be made.

   Examples: Use cereal boxes, cut off the top flaps, turn the box over putting the hole down, cover with colored paper, decorate to make a character, and put hand in the opening to operate the puppet.

   Use popsicle sticks . Draw on faces and makes clothes out of paper or cloth.

   Make paper doll puppets and glue onto popsicle sticks to aid movement.

   Use paper bags, using the folded part for the mouth. Decorate with crayon, markers, colored paper, and yarn.

Homework/Evaluation

Provide the parent a copy of *"Make a Puppet"* from the Parent Education Packet.

Answer any questions the parents may have about the take-home assignment.

The parent will make a puppet with their child following a story they have read more than once together. They will reread the book or retell the story using their puppet.

LESSON 7: Extending Literature (Making Books)

Estimated Time:	1 hour
Objective:	The parent will make a book they will use with their child when writing stories together.
Resources:	paper, pencils, markers, cardboard, tag board, glue, stapler, wallpaper samples, cloth tape, magazines, "Make a Book" handouts
Pre-activity:	Have the parents share with the group the activity they did with their child from the previous lesson. Discuss things they feel were successful and things they feel were not quite successful. Have them give suggestions for improvements.

Part One Activities:

1. *Ahead of time construct a hard-cover book following the directions from the Parent Education Packet "Make a Book".*
   Use this as an example when constructing a book with the parents.
2. Have the parents share with the group the activities they did with their child from the previous lesson. Discuss things that they feel were successful and things they feel were not quite as successful. Have them give suggestions for improvements.
3. Ask your parents: "If you could make your very own book, what would you put in it? Would it be about your family? Would it be a make-believe story? Would it be about someone you know? Would it be about a favorite pet?"
4. Tell them that together you will be constructing a hard-cover book that they will use to write a story with or for their child.
5. Together follow the steps on how to make a book that are in the *"Make a Book"* handouts. Use the section *"Basic Hard-Cover Book"*.

Part Two Activities:

1. Provide the parents the materials to practice making different types of books. Use the directions included in the handouts from the *"Make a Book"* parent packet.

   Different types of books include instant books, hard-cover books, paper bag books, poof books, and step books.
2. The parents are to spend this time constructing the different types of books. The stories that will be written inside the books will be added at a later time.

Homework/Evaluation

Provide copies of the handouts *"Make a Book"* from the Parent Education Packet to each parent.

Answer any questions the parents may have about making the books.

LESSON 8: Writing (Simple Sentences)

Estimated Time: 1 hour

Objective: The parents will construct two books to read with their child.

Resources: colorful ball, markers, chart paper, magazines, catalogs with toys in them, clear contact paper, stapler, instamatic cameras, and instamatic film for the cameras.

Pre-activity: Have the parents share with the group the activity they did with their child from the previous lesson. Discuss things they feel were successful and things they feel were not quite successful. Have them give suggestions for improvements.

Part One Activities:

1. Hold up the ball. Give the parents a moment to look at it.
   Ask them to describe the ball.
   For example: It is round. I see it has a lot of colors on it. Does it bounce very high?
2. On the chart paper write down some of their responses in simple sentence form:
   The ball is round. The ball is red, blue, and yellow.
3. Tell them they have just written the first pages of a book for their child.
   Brainstorm more sentences about the ball and write the responses onto the chart paper.
4. Give out the paper, markers, magazines, and catalogs. Tell the parents to either use the ball example or to use another toy and print four to six sentences about the toy. Remind them to use simple sentences.
5. The parents will use one of the books they made from the previous lesson.
   They print one sentence on the bottom of one side, and print another sentence on the bottom of the other side of the fold.
   At the top of the page they will glue a picture of the toy, or draw a picture of it.
6. When they are finished, have the parents put the folded pages together and staple into a book. They then put a title on the front with their name as the author. A picture would help decorate the front.

NOTE: Before they finish the book they may want to cover the pages with clear contact paper to make the book durable. Have them practice putting on contact paper on a scrap piece of paper before they do their books. Tell them how to start at one end and slowly take off the backing of the contact paper while they move it down their sheet of folded paper.

They carefully press down on the contact while they move it down their paper.

LESSON 8: Writing (Simple Sentences)

Part Two Activities:

1. Remind the parents of the books they made, and of how they used a toy to make it.
2. Explain to them that another way to make a book for their child is to use a camera for the pictures.
3. Demonstrate how to use the instamatic cameras. Take eight pictures of toys around the room.
4. Show the parents how to take the developed pictures and put onto paper like they did the magazine and catalog pictures.
5. They then will write a sentence under the picture to describe it.
   For example they could take a picture of a bookshelf.
   Under the picture they would write: Books are on the shelf.
6. Parents brainstorm the kind of pictures they may want to take.
   A possible example would be to take pictures of objects in the room.
   They then write under the pictures sentences such as:
   Here is a ball.
   Here is a doll.
   Here is a truck.
7. Another way is to have someone take pictures of them doing things.
   They could write:
   Here is Mommy reading. or Mommy is reading a book.
   Here is Daddy sitting. or Daddy is sitting in his chair.
8. The parents then take the pictures and compile their books.
   They may carefully use contact paper to make the books more durable.

Homework/Evaluation

Answer any questions the parents may have about the take-home assignment.

The parents take their completed books home and read them with their child.

LESSON 9: Writing (Stories)

Estimated Time: 1 hour

Objectives: The parent will construct a step book for their child to illustrate.
The parent will write a story to put into a poof book.
They will read the book with their child.

Resources: paper, pencils, markers, chart paper, *"Reading and Writing"* handout, *Moongame* by Frank Asch, *Are You My Mother?* by P.D. Eastman, and directions for step and poof books in the Parent Education Packet

Pre-activity: Have the parents share with the group the activity they did with their child from the previous lesson. Discuss things they feel were successful and things they feel were not quite successful. Have them give suggestions for improvements.

Part One Activities:

1. Read the book *Moongame* to the group. Review the story.
2. Tell the parents that most stories have a beginning, a middle, and an end. Ask them to tell each of these for *Moongame*.
   Beginning: Little Bear and Little Bird play hide and seek.
   Middle: Little Bear plays hide and seek with the moon, but he can't find the moon.
   End: Clouds uncover the moon and Little Bear finds it.
3. Read aloud the book *Are You My Mother?* As a group, discuss the beginning, middle, and end.
   Beginning: A mother bird hatches her egg and flies off to get him food. The baby hatches and decides to look for his mother.
   Middle: The little bird asks a cat, a hen, a dog, a cow, a boat, a plane, and a Snort if they are his mother.
   End: The Snort lifts the little bird and puts him back into his nest. The mother bird comes back to find her baby.
4. Tell the parents they can make books with their child after reading to them. The book can be simple or detailed- they and their child decide.
5. Together have each parent make a step book about the children's book *Are You My Mother?*.
   Encourage them to print simple sentences.
   For example they may want to write:
      Little bird looks for his mother.
      He sees a cat, a hen, a dog, and a cow.
      He sees a boat, a plane, and a Snort.
      A Snort takes him home.
      He finds his mother.
6. Tell the parents to let their child draw the pictures to the book they have made after having read the printed book with the child.

LESSON 9: Writing (Stories)

Part Two Activities:

1. Ask the group, "Do you have any special memories of growing up or things your child has done that you would like to share with the group?"
   To help generate discussion tell about something special you remember.
   Other topics that might help stimulate discussion would be:
      "Who do you admire the most?"
      What was the most important decision you ever made?"
2. On the chart paper write down the name of person you admire most.
   Put a circle around the person's name.
   Draw four to five lines from the circle and write down the things you admire about that person. For example:
      Abe Lincoln was honest. He was brave. He was president during the Civil War. He was a strong leader.
3. Have each parent construct a poof book.
   Have them write down on scrap paper someone they admire, or the book could be about their child.
   Have them write down 4 to 6 sentences that tell what they admire about that person.
4. The parents then put the sentences onto their poof books. They then illustrate it by drawing or using magazine pictures.
5. Brainstorm with the parents other possible uses for books that are made.
   Some examples may be:
      journals
      to retell family stories
      to put their children's stories into print.

Homework/Evaluation

Provide the parents with a copy of the *"Reading and Writing"* handout from the Parent Education Packet.

The parents read the books they made with their child.

The parents let their child illustrate the step book.

The parents will construct a book with their child.

Answer any questions the parents may have about the take-home assignment.

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L530 Family Literacy

Diana Brannon, Instructor

Parent Education Packets

by

Rita Mills

July, 1994

Parent and Child Time Log

Parent ____________________ SITE ______________

I will spend 10-15 minutes a day with my child, and I will give all of my attention to my child during that time.

I will bring in my log to show my instructor after I have filled in my log for each week.

Parent's signature ____

Day	DATE	CHILD'S NAME	AGE	TIME OF DAY	ACTIVITY (what we did)
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Teddy Bear, Teddy Bear

Ted-dy Bear, Ted-dy Bear, turn a-round,
Ted-dy Bear, Ted-dy Bear, touch the ground,
Ted-dy Bear, Ted-dy Bear, show your shoe,
Ted-dy Bear, Ted-dy Bear, that will do!

Ted-dy Bear, Ted-dy Bear, go upstairs,
Ted-dy Bear, Ted-dy Bear, say your prayers,
Ted-dy Bear, Ted-dy Bear, switch off the lights,
Ted-dy Bear, Ted-dy Bear, say good-night.

Jack and Jill

Jack and and Jill went up the hill
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.

"Sing a Song"

Time:	5-10 minutes
Age Group:	2-8 years old
Materials:	Cassette tapes of children songs, song books, knowledge of children's songs.

DIRECTIONS:

1. While you are riding in a car, doing dishes, setting the dinner table, getting dressed, or any other similar type activities sing songs with your child. At first choose simple songs that are very repetitive.

   Examples include "Old MacDonald Had a Farm", "Are You Sleeping?", "Pop Goes the Weasel", "This Old Man", "Jesus Loves Me", and "Skip to My Loo".

2. Encourage your child to think of new words and lines to make the songs more personal.

   For example if your child's name were Susie Day, sing "Susie Day Had a Farm" instead of "Old MacDonald Had a Farm".

3. Play a cassette of favorite children's songs for your child while they are in bed for the night.
   Be sure to pick soothing songs to sleep by.

4. The public library has records and books of children's songs and poems. The librarian will be glad to guide you.
   Possible sources include:
   Jane Hart (compiler). *Singing Bee!: A Collection of Favorite Children's Songs*, illustrated by Anita Lobel. Lothrop, Lee, & Shepard, 1982.

   Merle Peek. *Roll Over!: A Counting Song*. Clarion, 1981.

   Merle Peek. *Mary Wore Her Red Dress & Henry Wore His Green Sneakers*. Clarion, 1985.

   Marc Brown. *Finger Rhymes*. Dutton, 1980.
   Hand Rhymes. Dutton, 1985.
   Play Rhymes. Dutton, 1987.

   Tom Glazer. *Eye Winker Tom Tinker Chin Chopper*. Doubleday, 1973.

(Oral/Pre-reading Activities)

"Clap Together"

Time:	5-10 minutes
Age Group:	3-6 years old
Materials:	Children's songs or nursery rhymes

DIRECTIONS:

In this game your child must listen carefully to reproduce a sound pattern you clap. He/She will repeat the pattern you have made. Be sure to complete your pattern or directions before your child begins.

Have your child repeat a simple pattern. Start with a simple short sequence. Make the pattern longer and more complicated when he/she is successful at copying the shorter pattern.

Example: clap, clap, clap, clap, clap
clap, clap, clap-clap, clap, clap
clap-clap, clap, clap-clap-clap, clap, clap-clap

Have your child repeat a list of numbers, sounds, or words after you instead of clapping.

Example: bee, baa, boo
2, 6, 9, 4
Kathy called a kangaroo.

Give verbal directions. Again start short and simple, building harder directions as your child is ready.

Example: Touch your head and then your toes.
Stamp your feet three times and turn around.
Put your left hand on your right ear.
Walk to the door, knock two times, say your name,
then skip back to me.

(Oral/Pre-reading Activities)

Lesson 1 supplemental

"Toss it"

Time: 5-10 minutes

Age Group: 3-6 years old

Materials: 2 indoor balls or beanbags, nursery rhymes, children songs

DIRECTIONS:

You and your child toss the balls up and catch them while you are reciting a nursery rhyme such as "Jack and Jill".

Both of you toss the balls up and away from you while reciting a nursery rhyme or poem. Run and catch the ball.

Both of you toss the ball back and forth to each other while singing a song or reciting a rhyme.

"Name that Shoe"

Time:	5-10 minutes
Age Group:	3-8 years old
Materials:	Different kinds of shoes and boots

DIRECTIONS:

1. Have your child name all of the different kinds of shoes he or she can think of. Help them get ideas by asking, "What do you wear on your feet when you play?" or "What does daddy wear when he goes to the store?" or "What does a cowboy wear on his feet?"

2. With your child's help gather shoes from around the house. (Use a small number of shoes for a young child, more shoes for an older child.)

3. Have your child sort the shoes in various ways: type of shoe, size of shoe, owner of the shoes, color of the shoes, material shoes were made from, and designs on the shoes.
   Have him or her explain why the shoes were placed in the particular grouping.

4. Have your child draw a picture of the kind of shoes they will wear when they grow up. Have them tell about their shoes.
   Write down a sentence under the picture that tells what their picture is about. Be sure to make the sentence simple.
   Read the sentence to your child. Encourage them to read it back to you.

5. Help your child return the shoes to their proper place.

Pre-reading Skills

Lesson 2

"Pick a Bean"

Time:	5-10 minutes
Age Group:	4 to 8 years old
Materials:	Bag of large dried lima beans, magic marker, two plastic containers

DIRECTIONS:

1. Get a bag of large dried beans.
   Take out 52, and using a magic marker, print a letter of the alphabet onto each one. Put these into the plastic containers. (Twenty-six of the beans need to have small letters of the alphabet on them. Twenty-six of the beans need to have capital letters of the alphabet on them.)
2. Ask your child to pick out a bean and match the bean with the letters on alphabet blocks, in a book, etc. (Preschool)
3. Ask your child to pick out a bean and tell you the sound that letter makes. (Kindergarten and first grade)
4. Ask your child to pick out a bean and tell you a word that begins with that letter. (Kindergarten and first grade)
5. Ask your child to pick out a bean and tell you a word that end with that letter. (Kindergarten and first grade)
6. Ask your child to " spill the beans" and make two letter words using the beans. (Kindergarten and first grade)
7. Take more beans and make multiple copies of the small letters of the alphabet. Have your child make three or four letter words using the beans. Let them use words they see in books, magazines, etc. to copy from.
   (Kindergarten and first grade)
8. Encourage your child to think of other letter bean games to do.

Oral Language/Pre-reading Skills

Lesson 2 supplemental

"Where's the Bear?"

Time:	5 minutes
Age Group:	2 -6 years old
Materials:	Stuffed animal (bear)

DIRECTIONS:

1. Give your child a stuffed bear (or other animal).

   Give oral directions telling him or her where to put the bear.

   Use a variety of different positions as you give directions.

   Examples:

   "Put the bear in your hand."

   "Put the bear between your feet."

   "Hold the bear behind your back."

2. Hold the bear in different positions.

   Have your child tell where the bear is located.

   Encourage your child to use the direction words:

   behind, under, in, between, over, and through.

   Examples:

   Place the bear behind your knee.

   Ask: "Where's the bear?"

   Place the bear inside a bookshelf or drawer.

   Ask: "Where's the bear?"

   Place the bear beneath a chair.

   Ask: "Where's the bear?"

"What's in My Bag?"

Time:	5-10 minutes
Age Group:	3-8 years old
Materials:	Grocery bag, small items such as a key, apple, pencil, eraser, ball, toy , tape

DIRECTIONS:

1. Do not let your child see you put a small object into a grocery bag. Fold over the opening of the bag and tape.

2. Your child will try to guess what is in the bag by asking questions. They may shake the bag and feel it, but they cannot look inside.

3. The first time you do this activity you will guide your child in the questioning by giving them hints. If you put in a pencil you might say, "This is something you can use at school."
   If you put a ball in the bag, you might say, "This is something you can play with outside." Only answer their questions with a Yes or a No.

4. Encourage your child to ask questions about how the object is used, its color, its texture, its shape, etc.
   For example if you put an apple in the bag your child would need to ask questions such as "Is it round?" "Is it red?" "Can I eat it?" to get the correct answer.

Questioning Techniques

Lesson 5

"Trip to the Store"

Time:	5-15 minutes
Age Group:	3-8 years old
Materials:	Pencil, paper, crayons, markers

DIRECTIONS:

1. After a trip to the store ask your child questions like the following:
"What did you see?"
"What people did you see?"
"Were they tall or short?"
"What color hair, clothing did they have?"
"What did you like the best? Why?"
"Would you like to go back? Why?"
"Why did we go to the store?"
"When will we have to go back?"

2. After the discussion write down on a piece of white paper one of the things your child told you.
Keep the sentence simple.
Read the sentence aloud as you write it.
Let your child see you print each word.
Then read the sentence aloud again.

3. Let your child draw a picture of their sentence.
Then read the sentence again together.

4. Display your child's picture.
Read it again later for family and friends.
Keep the picture sentence your child has illustrated to staple into a book that can be read together.

NOTE:

For the older child, you may want to write more than one sentence. Also as they get more confident let them write the sentences themselves with your guidance.

(Reading Skills)

Lesson 6

"Make a Puppet"

Time:	5-25 minutes
Age Group:	4-8 years old
Materials:	Popsicle sticks, paper bags, bits of cloth, scrap yarn, colored paper, scissors, glue, pencil, crayons, markers

DIRECTIONS:

After having read a book to your child two or more times, make puppets of the characters with your child.

1. Take a paper bag and lay down flat with the folded side up toward you.
2. Use the colored paper and draw/design faces of the characters in the book.
3. Glue the faces to the flap of the bag. Use yarn, cloth, and the popsicle sticks to decorate the faces.
4. Make arms, clothes, legs and glue to the bottom of the bag below the flap.
5. Unfold the bottom half of the bag and put your hand inside to use the bag as a puppet.
6. Have your child retell the story using his or her puppet.
7. Let your child perform a puppet play of the book for family and friends.

"Make a Book"

Time:	5-10 minutes to read and discuss book. 20-30 minutes to make book
Age Group:	3-8 years old
Materials:	Scissors, paper, crayons, markers, stapler

DIRECTIONS:

1. Read to your child a book he or she has chosen.
   Discuss the book while you read it.
   Point out the author's name. Look at the pictures together before you read the book.
   Ask: "What do you think is going to happen on this page?"
   "Where is the story happening?"
   "Is the character happy or sad?"
   "Have you seen a place like this before? If so, where?"
2. Read the same book again to your child, but at a different time.
3. Discuss the book again with your child. Ask:
   "If you were in the story, how would you feel?"
   "What could not really happen in the story?"
   "What came first in the story? Next? Last?"
   "What did you like best about the story?"
   "What did you like least about the story?"
4. Using the following directions make with your child an instant book, a hard-cover book, a poof book, or a step book about the previously read book.
5. Have your child share their book with family and friends.
   Have them "read " their book to them.

BASIC HARD-COVER BOOK

Materials: 2 pieces of 5" x 7" cardboard
10" x 13" wallpaper, 9" x 6" tagboard, cloth tape, scissors, ruler/pencil, glue, 8- 1/2" x 5- 1/2" story paper (folded widthwise), long-arm stapler

Instructions for Making the Book:

1. Using cloth tape and leaving a 1/2" space, tape the two pieces of cardboard together in the center.
2. Center the taped cardboard pieces on the back of the wallpaper. Trace around the cardboard and draw the side and end flaps .
3. Trim the corners of the wallpaper to look like an opened envelope.
4. Spread white glue all over the back of the wallpaper. Reposition the cardboard pieces and fold up the sides and end flaps.
5. If the book does not close easily, cut a V-shaped piece in the wallpaper on the fold.
6. Fold the tagboard in half. Staple the completed story pages to the tagboard on the center fold. Glue the tagboard to the inside of the cover.

STEP BOOK

Materials: 3 sheets of 8-=1/2" x 11" paper, ruler/pencil, stapler, markers, crayons, 2 sheets of 9" x 12" construction paper

INSTRUCTIONS FOR MAKING THE BOOK:

1. Overlap the three sheets of paper, leaving a 1" margin at the bottom of each page. You may use more sheets if you want more pages in your book.

2. Hold the pages securely so they remain overlapped, and fold over about one third from the top. The Book now has six pages.

3. Staple through all layers next to the fold.

4. Write the title on the outside of the top page, or make a separate cover.

5. Write on each step and illustrate under each flap.

6. The Step Book may also be turned sideways. You may use larger sheets of paper to make a larger book.

POOF BOOK

Materials: 9" x 12" construction paper, scissors, crayons, markers

INSTRUCTIONS FOR MAKING THE BOOK:

1. Fold the paper in half widthwise. Then fold it once more in the same direction.
2. Fold the paper in half in the opposite direction.
3. Open to a half sheet. Starting from the folded edge, cut along the creases. Stop where the fold lines intersect.
4. Open paper completely.
5. Fold paper lengthwise.
6. Grasp the outer edges and push them towards the center. The opening should poof out. Keep pushing until a book of four sections is formed.
7. Fold the pages closed and write the title of the book and the author's name on the cover.

"Personal Bookmark"

Time:	5-15 minutes
Age Group:	3-8 years old
Materials:	Child's or family picture, clear contact paper, colored pieces of paper, glitter, scissors, yarn

DIRECTIONS:

Help your child create a personal bookmark for use in his or her books.

1. Put a wallet-sized photo on the sticky side of a piece of clear contact paper that has been cut slightly larger than the picture.

2. Then sprinkle in glitter or colored bits of paper around the photo.

3. Put another piece of clear contact paper (sticky side down) onto the photo. Cut to desired size.

4. Punch a hole at the top of the bookmarker.
   Put yarn in and tie into a knot to make a top decoration.

5. Instead of using a photo, let your child draw a picture of his or her favorite book. Follow the same procedures to complete the bookmarker.

(Writing Skills)

Lesson 8 supplemental

"Menu Fun"

Time:	5-20 minutes
Age Group:	4-8 years old
Materials:	Restaurant menu, old magazines, paper, scissors, glue, stapler

DIRECTIONS:

1. Obtain a menu from a nearby restaurant.
   Discuss with your child what kinds of foods are served.
   Let them share their favorite foods.
   Encourage them to tell what they like about that food.

2. Have your child look through old magazines and cut out pictures of food items that are printed on the menu.

3. Glue these pictures onto separate pieces of paper.
   Have your child tell you four or five things about each picture. Print these things under each picture. (Older children may write these themselves.)

4. Have your child put these pictures into a scrap book to be taken to the restaurant the next visit.

5. Older children may wish to plan a dinner for the entire family using the menu as a guide.
   Let each family member talk about which foods they like best, and why.

(Pre-reading Skills)

Lesson 8 supplemental

"Name the Picture"

Time:	5-10 minutes
Age Group:	3-6 years old
Materials:	family pictures or magazine pictures, paper, crayons, pencil

DIRECTIONS:

Cut out of magazines pictures that have people doing things, or use family photos.

Have your child name all of the things in the picture.

Point to an item in the picture. Have your child describe the item using words that tell size, color, shape, use, or where it is located.

Have your child look at the picture for a few minutes, then have him/her tell you a story about it.

Write on a piece of paper a simple version of the story your child tells you. Let your child draw their own pictures for the story.

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L530 Family Literacy

Diana Brannon, Instructor

Parent Pointers

by

Rita Mills

July, 1994

READING ALOUD WITH YOUR CHILD

Give your child plenty of opportunities to choose the reading material you read together. Let him or her choose books based on special interests or hobbies.

As you read an old familiar story to your child, occasionally leave out a word and ask your child to supply the missing word or to give another word that means the same thing.

Read aloud with lots of expression. Change your voice for each of the different characters.

Every once in a while do some shared reading. You read one page or paragraph to your child and your child reads one page or paragraph to you.

Make reading a regular part of your family activities. Be sure to take books along on family outings or trips. Read to your child every chance you get.

SHARING READING TIME

Lesson 4 supplemental

Before reading to your child, practice reading aloud by yourself the first few times to feel more comfortable.

Try setting aside a family reading time when everyone reads.

Do not have distractions such as radios, televisions, or cassette players.

Encourage your child to stop you to ask questions or to point out details.

You may want to stop from time to time in your reading to ask questions about some of the events or characters in the story.

STORY QUESTIONS FOR 4 YEAR OLD'S AND UP

What do you think this story will be about?

Do you know about any other books (on this topic)?
Tell me about them.

Where do you think the story takes place?

How do you think this story will turn out?

Did the story turn out as you expected?

What did you like best about the story?

What did you not like about the story?

Are the people (animals) someone you would like to have as a friend? Why or why not?

ASKING EVERYDAY QUESTIONS

There are many ways that you can assist your child in becoming the best reader possible. Some of these methods do not involve books or stories, they involve thinking strategies. By helping your child think more about the world in which he or she lives, you will be assisting in the development of strategies that foster reading development. You can stimulate your child's thinking powers by asking questions for which there may be many possible answers. You may use the following questions as a guideline to thinking situations.

Why do we have lines painted on the street?

Where does the wind go?

How tall can trees grow?

Why do we have to wear clothes?

What do some animals do when it gets dark?

Why do animals need to drink water?

Why are there so many different colors?

If we don't water plants in our garden, what will happen?

If you say something mean to someone, what will happen?

If you don't go to sleep at night what will happen?

If the sun does not come up what will happen?

READING AND WRITING

Encourage your child to talk about ideas and jot down these ideas before a writing activity begins. Be sure to give your child lots of praise as he or she begins to write.

Provide a corner for your child to write. Paper, pencil, and erasers should be placed on your child's desk or table. Your child should have a private place for writing and homework.

Let your child see you write notes, lists, letters, and stories. It is a good idea for your child to see you make revisions.

Writing skills develop slowly and at different rates for different children. Encourage your child to share ideas. Write stories together.

PROVIDING MANY EXPERIENCES

As you work around the house, share your job with your child.
Take some time to talk about the various parts of the work you are doing.

Take your child on "field trips" around the house. Look in the basement, attic, or different rooms and talk with your child about the sights and sounds you discover together.

Plan a trip around your neighborhood with your child. Take a walk and talk about some of the things you see and hear.

Plan a car trip to someplace away from your town or city.
Help your child look at things along the way and talk about what they see. Ask them if what they see is the same or different from where you live.

In books or magazines look together at pictures of far away places. Talk about some of the unusual sights you discover and any similarities or differences found.

Visit the airport, shopping mall, or downtown section of a nearby town where lots of people come and go. Discuss with your child the different people that you see. Ask your child to guess what they may be doing or what their jobs may be.

Take time to visit some community buildings. The post office, fire or police station, or city hall offer opportunities for your child to expand his or her world of experiences.

Examples of possible discussion questions:

Are there any things you see that we have at our house?
Are the buildings bigger or smaller than our house?
Do you see any animals? If so, what kinds?
What are some things you hear?
What do you think makes those noises?

PARENT POINTERS

Mills

INFORMATION AGENCIES

1. Send a self-addressed, stamped envelope to obtain a folder entitled "Choosing a Child's Book" which describes several lists of books for children. Write to: Children's Book Council, 67 Irving Place, New York, NY 10003.

2. To obtain a list of over 200 recommended books for all ages, send twenty-nine cents to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.
20402.

3. The Consumer Information Center has a catalog of many free or inexpensive items appropriate for parents. One item is "A Family Guide to Television". To obtain a catalog of other items, write to: Consumer Information Center, Pueblo, CO 81009.

4. One organization that can provide you with a wealth of information is the National P.T.A. Write to: National P.T.A., 700 North Rush Street, Chicago, IL 60611.

5. Send a stamped, self-addressed envelope to: The Association For Library Services to Children, 50 East Huron Street, Chicago, IL 60611 and ask for their annual publication of Caldecott Medal Books and Newberry Medal Books.

6. "Notable Children's Books" is an annual guide listing the best books of the year. It can be obtained by sending a stamped, self-addressed envelope to: The Association For Library Service to Children, 50 East Huron Street, Chicago, IL 60611.

Mills

WINTER VACATION ACTIVITIES

Take some time each day to have family discussions. Talk about favorite books read, memorable stories, or just made-up stories to share with each other. Holiday stories can be included.

Help your child make up a scrapbook of words that go with the holiday season. Ask your child to draw illustrations or use the words in different sentences.

Locate copies of songs or poems that relate to this time of year. Share these with your child and discuss what some of the words and ideas mean.

If you are preparing special meals, give your child an opportunity to help you.

With your child as a major character, encourage him or her to make up a special holiday story. Write the story for your child to illustrate and share with family and friends.

SPRING VACATION ACTIVITIES

Be sure to keep reading to your child.

If the weather permits, take a walk outside with your child. Try to discover any new plants or animals around your house or in your neighborhood. Get some books and read some more about them.

Keep up the library habit, too.

Encourage your child to develop a new hobby or interest.

Shop garage sales to pick up inexpensive books to share.

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SUMMER VACATION ACTIVITIES

Keep reading with your child. Let your child know that summertime also means reading time, too.

Take trips to the library. Many libraries have special summer programs designed just for kids.

Provide your child with some quiet reading time. Set aside fifteen or twenty minutes each day for your child to relax and curl up with a good book.

For those occasional rainy days, have some reading games on hand. Games such as Scrabble, Spill and Spell, Boggle, and Sentence Cubes all have versions for the younger child.

When planning a trip, involve your child as much as possible. Read with your child about the places to be visited. Also, you may want to make a scrapbook together of the places you visited.

Use family visiting times to talk about family history. Encourage your child to listen and participate. You may want to make a family history book together recording events and letting your child draw the pictures.

Take a camera wherever you go. Use the pictures to make a journal of your summer together.

MOTIVATING YOUR CHILD THROUGH TELEVISION

Notice your child's special TV interests and provide him or her with books about those interests.

Join your child in watching some of his or her favorite TV programs. Ask questions such as: "Why did the character do that?" or "What do you think will happen next?"

Help your child determine what is real or unreal, fantasy or fact, true or false, on television.

Discuss TV programs your child watches that may involve these elements.

SETTING A GOOD EXAMPLE

Set aside a special time each day for reading together.

Be sure your child has plenty of opportunities to see you reading (and enjoying it).

Take some time occasionally to tell your child about some of the things you enjoy reading.

Subscribe to magazines and newspapers whenever possible. Children who see lots of reading material coming into the house will be eager to read some of it themselves whenever they become independent readers.

Visit the public library frequently and bring home lots of books. Be sure to also check out books for yourself.

Share with your child interesting topics that you enjoyed as a child.

Make books and magazines a regular part of your gift-giving practices. Birthdays and holidays make a wonderful time to share the joy of books with your child.

PROVIDING ENCOURAGEMENT

Give your child lots of praise as he or she learns new skills in reading.

Don't compare your child with others in the family or in the neighborhood.

Respect your child as an individual and allow him or her to grow in his or her own special way.

Listen to your child and encourage him or her to talk with you.

Be patient. Remember that growing and learning both take time. Try not to push your child into something he or she may not be ready to do.

The ABC's of Early Reading for Parents

A is for assortment of books.	Have plenty of different kinds of books for your child.
B is for book making.	You and your child can create books for both of you to enjoy.
C is for cooking.	Cooking is a good way for you to spend with your child and for your child to learn to follow directions.
D is for discussions.	Talk with your child, not at him or to her.
E is for errands.	When you run errands, let your child help make lists or talk or sing to your child while you are in the car.
F is for freeplay.	Just play with your child without any activity planned.
G is for grocery shopping.	Let your child help you make the list, or let your child help you select items.
H is for habits.	Both you and your child should develop good reading habits.
I is for informal reading.	Make it a daily routine.
J is for junk treasures.	Let your child open the junk mail everyone receives. Or use pictures or words from the junk mail to make books or to discuss.
K is for kidwatching.	Watch your child and see what he or she likes to do. Follow your child's lead.
L is for lap technique.	Hold your child on your lap when you're reading or talking or just sitting.
M is for magazines.	A treasure of information for both you and your child.
N is for nursery rhymes.	Both of you can have fun saying or reading nursery rhymes to each other.
O is for opportunities for book sharing.	Both of you share your reading experiences.
P is for patience.	Lots of it!! Let your child develop at his or her own rate.
Q is for question.	Ask your child questions. Answer your child's questions. Talk to each other!
R is for read aloud sessions.	Both of you will enjoy reading aloud to each other.
S is for sensory experiences.	Tasting, feeling, seeing, touching, smelling. Experience different senses. Talk about these senses.
T is for television time.	Don't let your child just watch TV! Talk about what your child watches.
U is for unpressured learning.	Let learning happen at its own pace. Don't rush!
V is for value of reading.	Help your child understand how important and how pleasurable reading can be.
W is for writing experiences.	Both you and your child will learn more by writing.
X is for eXtra attention.	Your child will blossom!
Y is for your literate home.	Have all kinds of reading and writing materials at home for both you and your child.
Z is for zoo trips.	and museum trips, and trips around the neighborhood. Share your experiences.

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Where is Thumbkin?
(Tune: Are You Sleeping?)

1 Where is Thumbkin? Where is Thumbkin?
2 Here I am, here I am;
3 How are you to-day, sir?
4 Ver-y well, I thank you,
5 Run a-way, run a-way.

1 Where is Pointer? Where is Pointer?
2 Here I am, here I am;
3 How are you to-day, sir?
4 Ver-y well, I thank you,
5 Run a-way, run a-way.

1 Where is Tall Man? Where is Tall Man?
2 Here I am, here I am;
3 How are you to-day, sir?
4 Ver-y well, I thank you,
5 Run a-way, run a-way.

1 Where is Ring Man? Where is Ring Man?
2 Here I am, here I am;
3 How are you to-day, sir?
4 Ver-y well, I thank you,
5 Run a-way, run a-way.

1 Where is Baby? Where is Baby?
2 Here I am, here I am;
3 How are you to-day, sir?
4 Ver-y well, I thank you;
5 Run a-way, run a-way.

1 Where are All the Men? Where are All the Men?
2 Here we are, here we are;
3 How are you to-day, sirs?
4 Ver-y well, we thank you,
5 Run a-way, run a-way.

SUGGESTION: Use with right hand, left hand, right foot, left foot.

ACTIONS:

1 place hands behind back
2 show one thumb, then other (finger)
3 bend one thumb(finger)
4 bend other thumb (finger)
5 wiggle thumbs(fingers) away one at a time

If You're Happy

If you're happy and you know it, clap your hands. (clap, clap)
If you're happy and you know it, clap your hands. (clap, clap)
If you're happy and you know it, then you're face will sure-ly show it.
If you're happy and you know it, clap your hands. (clap, clap)

If you're happy and you know it, stomp your feet. (stomp, stomp)
If you're happy and you know it, stomp your feet. (stomp, stomp)
If you're happy and you know it, then your face will sure-ly show it.
If you're happy and you know it, stomp your feet. (stomp, stomp)

If you're happy and you know it, shout hurray. (Hurray!)
If you're happy and you know it, shout hurray. (Hurray!)
If you're happy and you know it, then your face will sure-ly show it.
If you're happy and you know it, shout hurray. (Hurray!)

If you're happy and you know it, do all three.(clap, clap, stomp, stomp, hurray!)
If you're happy and you know it, do all three (clap, clap, stomp, stomp, hurray!)
If you're happy and you know it, then your face will sure-ly show it.
If you're happy and you know it, do all three.(clap, clap, stomp, stomp, hurray!)

Looby Loo

1. *Chorus*

Here we go Loo-by Loo,
Here we go Loo-by Light,
Here we go Loo-by Loo,
All on a Saturday night.

2. *Verse*

You put your right hand in,
You put your right hand out,
You give your right hand a shake, shake, shake,
and turn your-self a-bout

(After each verse, join hands and circle around on chorus)

Oh, *(repeat Chorus)*

left hand
right foot
left foot
head
whole self

ACTIONS:

1. Join hands, circle to the left.
2. Stop circling, do as words indicate throughout verse.

Old MacDonald Had a Farm

1 Old Mac-Don-ald had a farm, E I E I O!
And on his farm he had some chicks, E I E I O!
With a chick, chick here, and a chick, chick there,
Here a chick, there a chick, Ev'ry-where a chick, chick,
Old Mac-Don-ald had a farm, E I E I O!

2 And on his farm he had some ducks, E I E I O!
With a quack, quack here and a quack, quack there,
Here a quack, there a quack, ev'ry-where a quack, quack,
Chick, chick here, and a chick, chick there,
Here a chick, there a chick, ev'ry-where a chick, chick,
Old Mac-Don-ald had a farm, E I E I O!

3 cow- moo, moo (Repeat duck, chick sounds)

4 turkey- gobble, gobble (Repeat cow, duck, chick sounds)

5 pig- oink, oink (Repeat turkey, cow, etc.)

6 donkey- hee haw (Repeat pig, turkey, etc.)

ACTIONS:

chick (bob head)
duck (flap elbows)
cow (milk cow)
turkey (make turkey tail by hooking thumbs and spreading fingers)
pig (push up tip of nose)
donkey (hands up to make ears)

Bingo

There was a farm-er had a dog and Bin-go was his name-o.
B -I- N- G- O, B -I -N- G- O, B -I -N- G- O, and Bin-go was his name-o.

There was a farm-er had a dog and Bin-go was his name-o.
(Clap)-I-N-G-O, (Clap)-I-N-G-O, (Clap)-I-N-G-0, and Bin-go was his name-o.

There was a farm-er had a dog and Bin-go was his name-o.
(Clap)- (Clap)-N-G-O, (Clap)- (Clap)-N-G-O, (Clap)-(Clap)-N-G-O, and Bin-go was his name-o.

(Continue clapping to replace the letters of the name while singing three more verses.

SUGGESTION:

Substitute child's name or child's favorite animal.

The ABC's of Early Reading for Parents

A is for assortment of books.	Have plenty of different kinds of books for your child.
B is for book making.	You and your child can create books for both of you to enjoy.
C is for cooking.	Cooking is a good way for you to spend with your child and for your child to learn to follow directions.
D is for discussions.	Talk with your child, not at him or to her.
E is for errands.	When you run errands, let your child help make lists or talk or sing to your child while you are in the car.
F is for freeplay.	Just play with your child without any activity planned.
G is for grocery shopping.	Let your child help you make the list, or let your child help you select items.
H is for habits.	Both you and your child should develop good reading habits.
I is for informal reading.	Make it a daily routine.
J is for junk treasures.	Let your child open the junk mail everyone receives. Or use pictures or words from the junk mail to make books or to discuss.
K is for kidwatching.	Watch your child and see what he or she likes to do. Follow your child's lead.
L is for lap technique.	Hold your child on your lap when you're reading or talking or just sitting.
M is for magazines.	A treasure of information for both you and your child.
N is for nursery rhymes.	Both of you can have fun saying or reading nursery rhymes to each other.
O is for opportunities for book sharing.	Both of you share your reading experiences.
P is for patience.	Lots of it!! Let your child develop at his or her own rate.
Q is for question.	Ask your child questions. Answer your child's questions. Talk to each other!
R is for read aloud sessions.	Both of you will enjoy reading aloud to each other.
S is for sensory experiences.	Tasting, feeling, seeing, touching, smelling. Experience different senses. Talk about these senses.
T is for television time.	Don't let your child just watch TV! Talk about what your child watches.
U is for unpressured learning.	Let learning happen at its own pace. Don't rush!
V is for value of reading.	Help your child understand how important and how pleasurable reading can be.
W is for writing experiences.	Both you and your child will learn more by writing.
X is for eXtra attention.	Your child will blossom!
Y is for your literate home.	Have all kinds of reading and writing materials at home for both you and your child.
Z is for zoo trips.	and museum trips, and trips around the neighborhood. Share your experiences.

Module 5 — Curriculum Materials for Children [*]

Family literacy programs may involve children of various ages, from pre-schoolers to adolescents, but the purpose of that involvement is always to nurture an on-going interest in reading and writing. (See, for example, Beaty (1994), Jalongo (1988), Sawyer and Comer (1996), Strickland and Morrow (1989).) For younger children, programs more commonly have a formal curriculum (discussed in more detail below), whereas for older children and adolescents a less formal approach is more usual.

Family literacy for school-age children is normally aimed at enhancing what is happening with literacy in school and encouraging a love of books. This is most often done in an informal way, such as a weekly meeting of the children with a few adults to discuss what they have been reading and to recommend and choose new books. This approach is designed to generate a mutually supportive group of readers and to keep the children involved in reading. These groups may also undertake projects of research and writing, in which their reading has a very specific purpose—for example, to find out about local history or to investigate plant and animal communities. Then the reading is more concentrated on searching out good sources and taking notes, rather than just on the enjoyment of reading. It is desirable for programs to mix these two types of reading—for pleasure and for purpose, because the two kinds of reading can then continue into the children's later lives.

Recently, a new way of communicating has opened up: through the Internet and World Wide Web. Stories to read are available on a number of Web sites (see the list in the Introduction to Modules 3-8) and a wealth of information on almost any topic is at the finger-tips of the browsing Web user. Also children can write letters to each other on electronic mail. Such e-mail "pen pals" can be just down the street or across the world. This new electronic world can open up widening vistas to children who may not be enthusiastic readers and writers, and provide great support for their school work, as well as promoting a life-long interest in reading and writing—and learning.

However, most family literacy programs starting up now are for at-risk young children and provide them with pre-school education. This tends to be in programs that are firmly structured and that meet frequently and often, for example, four or five days a week over a school year. Their principal purpose is to prepare children for the start of school, by providing early childhood experiences that they may not have received at home and to nurture an enjoyment of reading books and of other literacy-related activities. Thus the curriculum of such a program will usually include pre-reading and pre-writing activities and early math development, as well as artistic activities like painting, modeling with putty, and music and dance. In addition, programs teach the young children how to work in groups and cooperate with each other, which is particularly important for only or first children. The development of all of these skills will provide a solid basis for the start of school and make the children's transition to school much smoother and their likelihood of success in school much higher.

Programs that include a component concentrating on pre-school education, as just described, will normally employ an early childhood specialist to teach the children. However, it is important that other members of the provider team are very much aware of what is involved in this early childhood component, so that they can cooperate in coordinating the whole program. For example, an adult educator, in discussions with parents about their children's activities and progress, needs to know the stages of child development appropriate to various ages. Only then can the educator convey to the parents what it is reasonable to expect of their children at their present age and how the parents can facilitate their children's development in suitable ways. Because family literacy is a team effort, all participants need to have some knowledge of child development and the activities that will enhance that development . (See, for example, Bredekamp (1987), Schickedanz (1986), Shaffer (1996).)

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[*] The author wishes to thank Mei-Yu Lu, a graduate student in the Indiana University Language Education Department, for her invaluable assistance in gathering materials for this module.

Now read the articles for this module:

- Weir, B. (1989). "A research base for prekindergarten literacy programs."
- McGee, L. M., & Jones, C. (1990). "Learning to use print in the environment: A collaboration."
- Gottschall, S. M. (1995). "Hug-a-book: A program to nurture a young child's love of books and reading."
- Barclay, K., Benelli, C., & Curtis, A. (1995). "Literacy begins at birth: What caregivers can learn from parents of children who read early."
- Soundy, C. S., & Genisio, M. H. (1994). "Asking young children to tell the story."
- Greenberg, P. (1993). "How and why to teach all aspects of preschool and kindergarten math", Part 1.
- Greenberg, P. (1994). "How and why to teach all aspects of preschool and kindergarten math", Part 2.

You may also want to look at the ERIC documents whose abstracts are included in the module (as well as others in the Introduction to Modules 3-8). Then use the example practice exercise to help you complete the assigned practice exercise for Module 5.

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Strickland, D. S., & Morrow, L. M. (Eds.) (1989). *Emerging literacy: Young children learn to read and write*. Newark, DE: International Reading Association. (ERIC Document Reproduction Service No. ED 305 602)

Weir, B. (1989). A research base for prekindergarten literacy programs. *Reading Teacher, 42*, (7), 456-460. (ERIC Document Reproduction Service No. EJ 385 144)

Beth Weir

A research base for prekindergarten literacy programs

What young children understand about print has implications for early instruction.

Increasingly in the U.S., initiatives at the state level are directed at including 4 year olds in the public education system – 28 of the 50 states are currently funding or have committed funds to prekindergarten programs (O'Neil, 1988). This trend has spurred debate on appropriate educational experiences (Elkind, 1987; Graves, 1987; Hymes, 1987).

An important component of any prekindergarten program is literacy acquisition. This article examines current opinion as to the most appropriate means of enhancing understanding about print and reviews findings relating to the nature of preschool literacy skills, with their implications for prekindergarten literacy instruction.

Experiences for 4 year olds

Two different instructional approaches to introducing print related concepts have been identified (Evans and Carr, 1985; Fox, 1987). One assumes learning to read occurs as a consequence of mastery of a series of discrete tasks. Development of individual skills such as recognition of the alphabet and recitation of letter sounds is endorsed. Matching letters with pictures by initial sound is a typical classroom activity.

The second instructional approach is premised on the belief that during literacy acquisition all forms of language competence (reading, listening, speaking, writing) develop concurrently. Understandings about print are extrapolated by children across experiences that permit meaningful interaction with oral and printed language. Associated teaching activities include reading stories, provision for writing using invented spelling, and shared book experiences. An instructional emphasis on total language enhancement is often referred to as a holistic approach.

Recently, professional organizations such as the International Reading Association (Early Childhood and Literacy Development Committee, 1986a; 1986b) and the National Association for the Education of Young Children (NAEYC, 1986a; 1986b) have endorsed teaching practices consistent with the holistic approach as appropriate for 4 year olds. Additionally, investigators (Hough, Nurss, and Wood, 1987; Mayfield, 1983; McCormick, 1983; Wepner, 1985) report positively on instructional methods premised on the holistic philosophy.

Professional support for prekindergarten programs based on total language development is strong. Legislative and public endorsement, however, is likely to be equivocal. Activities consistent with a holistic program tend not to be amenable to evaluation. For example, it is difficult to assess progress in response to shared reading. Thus, demonstration of pupil progress needed to sustain support for public education programs is often lacking.

By way of contrast, performance within a skills program is relatively easy to establish. Progress in mastering letter names or letter-sound association, for instance, can be measured readily. Performance on discrete abilities, therefore, will more likely serve as measures of effectiveness. Adjustment of teaching programs will likely occur in response to such accountability demands.

To counter the possibility of a skills curriculum dominating prekindergarten literacy programs, Fox (1987) recently suggested "teachers become advocates for pedagogically sound curricula in pre K programs" (p. 63). She proposes we do this by explaining research findings to policy makers. Such a charge necessitates familiarity with the research findings.

Even at age 3, children are aware of conventions of print (such as the direction in which one reads) and can assess their own ability to deal with the reading process. Photo by Mary Loewenstein-Anderson

THE GIRL WHO LOVED WILD HORSES

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The research findings

Research efforts have been directed at determining the nature of concepts about print that prekindergarten children exhibit. Some literacy understandings are acquired early, but facility with other reading related skills, implicated as critical for reading acquisition, is not evident at the preschool level.

Early literacy understandings relate to the purpose and process of print. Children as young as 3 show understandings of the social uses of written language (Hiebert, 1981; Morgan, 1987), awareness of conventions of print such as directionality (Clay, 1979; Morgan, 1987; Sulzby, 1985), and assessment of their own ability to deal with the reading process (Hiebert, 1978). Performance by 4 and 5 year olds is often close to ceiling.

These elemental concepts about print arise in the absence of direct instruction (Clark, 1976; Mason, 1980; Schickedanz, 1981) and continue to evolve across the preschool period (Lomax and McGee, 1987). Nonetheless, "wide variability exists as to the depth and quality of these understandings" (Morgan, 1987, p. 49). Such findings suggest concepts about print evolve independently as a response to individual experience within a print rich environment.

Inspection of reading related skills that pose difficulties for the prekindergarten child reveal them as an object of thought. For instance, 4 year olds exhibit little facility with segmentation of speech at the level of the phoneme, a capability often called phonemic awareness (Liberman et al., 1974). In addition to difficulties with auditory aspects of language, investigators have reported lack of facility with procedures measuring visual discrimination (Hiebert, 1981), letter-sound matching (Lomax and McGee, 1987), and knowledge of the terminology of reading such as letter, word, and sentence (Morgan, 1987).

At least two factors have been implicated as influential in the acquisition of these reading related skills: cognitive development and facility with purpose and process knowledge.

Performance on reading related analytical tasks is dependent in part upon the attainment of cognitive maturity (Hiebert, 1980; Morgan, 1987). Performance on procedures such as analysis of the word at a phonemic level typically shows age related trends (e.g., Fox and Routh, 1975).

Recently, evidence (Hiebert, Cioffi, and Antonak, 1984) suggests performance with specific reading related analytical tasks may also be developmentally determined. Competence with an individual skill is a function of facility with a prerequisite competency.

Lomax and McGee (1987), for example, report a hierarchy of reading related skills: concepts about print (process and purpose knowledge), visual awareness, phonemic awareness, grasp of grapheme-phoneme correspondence, and word reading. Proficiency with each component of the hierarchy, by children aged 3 to 7 years, was found to be dependent upon proficiency with the preceding component.

Prekindergarten children demonstrated facility with the early developing capabilities only. However, gains by older children with subsequent skills were reported to be dependent upon proficiency in dealing with concepts about print. Such a finding suggests a critical role for these early understandings in facilitating reading related skills.

Recent findings suggest levels of preschool literacy competency exist. Initial understandings, which develop in response to interaction with a literate environment, include awareness of the functions of print and the process by which written language is accessed. Lomax and McGee (1987) also report visual discrimination develops early. Present evidence suggests prekindergartners' understanding of tasks that require analysis of language is less developed. A number of implications arising out of the literature for prekindergarten literacy instructional programs are evident.

Preschool literacy instruction

Three findings relating to initial concepts about print reported in the literature have direct implications for the content of prekindergarten programs.

First, knowledge about the process and purpose of print is seminal to development of further skills (Lomax and McGee, 1987). Second, although elemental literacy understandings are in place early, they continue to develop across the preschool and kindergarten period (Lomax and McGee, 1987). Third, the quality of print related concepts exhibited by preschool children is variable (Hiebert, 1980; Mason, 1980; Morgan, 1987).

An effective literacy program for 4 year olds, therefore, is one directed at ensuring minimum competence with capabilities such as directionality and book handling before more difficult skills are introduced. Furthermore, development of early concepts about print should remain the focus of the program throughout kindergarten, to encourage continued development of initial understandings and ensure that all children have opportunity to develop a minimum level of competence.

Since 3 and 4 year olds develop understandings about print without direct instruction (Durkin, 1966; Mason, 1980), an effective program would exploit the natural learning strategies already adopted. This implies extending opportunities for children to interact with oral and written language in meaningful contexts, for instance story reading during which book handling skills are discussed, or sign reading to demonstrate the functional use of print.

Such an approach is consistent with the holistic view of reading acquisition since all facets of language are used simultaneously. This total language approach is also an effective method of promoting visual awareness, an analytical skill that is related to reading and develops early (Lomax and McGee, 1987).

Exposure to text in association with oral language activities provides the child with opportunity to discriminate between printed letters, words, sentences, and numbers. These understandings are promoted when print models such as logos, signs, labels, color charts, or recipes are displayed and frequently discussed.

The question of appropriate enhancement of the other reading related analytical skills is problematic for developers of prekindergarten programs. Findings suggest facility with such skills is not apparent in preschool (Liberman et al., 1974; Lomax and McGee, 1987; Morgan, 1987). Young children have not attained the cognitive maturity or the skills prerequisite to the analytical understandings. Direct instruction of skills like letter-sound matching is therefore inappropriate, since prekindergarten children, on the average, are not developmentally ready for such tasks.

However, development of reading related analytical skills should not be ignored. Opportunity should be provided those children whose level of cognitive or developmental readiness permits awareness of phonemes, grapheme-phoneme matching, and recognizing the terminology of reading.

A print rich, whole language environment offers such opportunity. For example, children may use experiences such as alliterative poetry readings and comparison of environmental print (*Erica, Exit, Enter*) to determine words' constituent sounds. The concept of "word" may be developed over time as the teacher draws attention in print and orally to interesting words during shared reading experiences.

Thus, although the more analytical reading related tasks are not taught, the educationally ready child has the opportunity to learn them as part of the whole language environment.

Whole language is appropriate

The trend to public education of young children has provoked much discussion as to the nature of programs offered. Research findings suggest there are early reading related skills that arise across the preschool period that facilitate the acquisition of analytical reading related skills.

A whole language program that enhances the initial concepts about print is regarded as an appropriate approach to literacy acquisition. Learning activities endorsed under such an approach extend the learning strategies children have already adopted.

A whole language approach is also an appropriate means to develop analytical reading related skills. In such a program those children who are developmentally ready have opportunity to extrapolate understandings about language from a range of literacy experiences.

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The December 1988 edition of the Contributor's Guide to Periodicals in Reading is now available from IRA. This handy resource provides basic information about approximately 160 periodicals that consistently carry articles relating to reading. Information for the Contributor's Guide [illegible] by the editors of the periodicals in response to a questionnaire.

The Contributor's Guide includes information on the audience of each publication, the type of materials published, the process for article submission and review, suggested manuscript [illegible] reporting time on manuscripts, and the name and address of the editor. The Contributor's Guide is a must for anyone planning to write for publication in the field of reading.

Copies of the Contributor's Guide to Periodicals in Reading are available from IRA Headquarters at a prepaid cost of US$2.00 each. Ask for publication number 493 and order from: International Reading Association, 800 Barksdale Road, PO Box 8139, Newark DE 19714-8139, USA. Please note: IRA Book Club members recently received the new Contributor's Guide as part of their Book Club package.

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EMERGING READERS & WRITERS

Learning to use print in the environment: A collaboration

Dorothy S. Strickland, Rutgers University
Lesley Mandel Morrow, Rutgers University
Guest authors: Lea M. McGee, Boston College
Candice Jones, East Baton Rouge (Louisiana) Public Schools

Department Editors' Note: *In this conversation Lea McGee and Candy Jones talk about their collaboration to develop a literacy curriculum for a public school prekindergarten program for at-risk 4-year-olds. It is evident as the conversation progresses that they become true partners in designing this classroom literacy program.*

DSS and LMM

Lea: Candy and I met five years ago in one of the typical ways that professors and teachers meet – at an inservice meeting. As consultant for Candy's program, the East Baton Rouge Early Childhood Project, I conducted an inservice meeting at the beginning of each school year. During that meeting, I talked to Candy and the other teachers about print in the environment and ways in which print is used in everyday activities. We discussed how easily preschoolers recognize McDonald's signs, Oreo cookie packages, and Jello boxes. I explained that the children could bring print from home into the classroom. We agreed that the children could be readers right away.

Candy: I remember that first inservice meeting well. I was nervous about my new job, new school, and new principal. Lea talked about environmental print. I remember thinking, "I've never heard of the word *environmental print*." However, later I understood she was talking about the print on signs and labels that occurred as part of the environment. I still wondered, "How could I use food boxes in the classroom? How will that help children learn the concepts that they need?" I was baffled, but I knew I was asked to get my kids to bring food boxes to school, and then we were to read these together.

Lea: I visited Candy's and the other teachers' classrooms several times that year. Each teacher had an "I Can Read" bulletin board that I had described at the beginning of the year. These bulletin boards were covered with food boxes, grocery sacks, and other packages that the children had brought from home. I noticed that the teachers expected children to read the exact words on the boxes and packages. I talked to them about focusing on meaning rather than exact words.

I talked to Candy and the other teachers as I visited their classrooms, asking them how I could help them. They wanted me to continue giving them new ideas for activities, so at each inservice meeting I made suggestions for literacy activities. I noted that Candy and the other teachers had accumulated plenty of food boxes and grocery sacks. I suggested that they make grocery store centers. They liked the idea and soon turned their home centers into grocery stores. We discussed how the teachers could join in the play as shoppers to model reading coupons and writing grocery lists.

This seemed a step in the right direction, but I found that the teachers thought of environmental print as something to use in isolated activities, such as on the "I Can Read" bulletin boards or at the grocery store centers. I realized I might be part of the problem. The teachers had followed each of my suggestions and had made them better as they implemented them in their unique ways. There was literacy in these preschool classrooms, but something was missing. I realized that I had suggested ways of using environmental print that would help children *learn about* reading and writing, but really environmental print should let children *use* reading and writing. I wondered how I could help the teachers create activities in which children would use everyday print in the classroom in more functional ways. I also wondered how long I could keep coming up with new ideas for our inservice meetings.

Candy: One of the inservice meetings during my second year with the program really opened my eyes. Lea talked about creating a classroom environment that would be more like our own homes. We brainstormed all the kinds of print that were in our homes and how we used them. We talked about bringing these kinds of print items into our classrooms and how we could use them. I thought, "Hey, I can turn my home center into that environment. I'll use newspapers, magazines, cookbooks, coupons, the *TV Guide*, catalogs, and note pads." Later in the year, I thought it would be a good idea to have both a home center and grocery center. Then children could pretend to read cookbooks, write grocery lists, and sort coupons in the home center before going to the grocery store. They could bring their groceries home and pretend to cook a special recipe.

I wanted some more ideas for dramatic play. I remembered an idea that Lea had suggested previously. She described play kits that included clothes and props for dramatic play as well as reading and writing props. I remembered her describing a doctor kit that would have patient charts, an appointment book, and bills. A light bulb went on! I could use the doctor kit to connect with the home center. The children could call the doctor's office to make an appointment for their ill children. Then they would go to the doctor's office. I thought eventually I might create a whole community right in the classroom complete with a post office and a telephone directory.

Lea: I could tell that talking about the environment of the classroom rather than about environmental print had worked. Candy in particular really had picked up on the idea. Her classroom was transformed from a place where print *existed* into a place where print was *used*.

During the third year, I noticed a change in my relationship with Candy. I was beginning to pick up ideas from her. I began visiting her classroom more often. I looked forward to going because I knew I would get a new idea. I especially looked forward to seeing Candy's newest play kit. She made a Burger King center, a mechanics' garage, and a travel agency. Candy wondered if we could develop a play kit in our next inservice meeting.

Children engage in literacy while playing at a center designed as a Burger King restaurant. Photo by Candice Jones

Candy planned the next inservice meeting to create some play kits. It grew into a discussion about the nature of our curriculum in the program. From that point on, our inservice meetings became a collaboration, an exchange of ideas about what the teachers and I were learning about how to support children's literacy. The curriculum of the program began to take shape as we worked together to discuss new activities. We decided that some of the ideas that I started the project with (e.g., the "I Can Read" bulletin boards) were not so crucial to children's literacy learning as other ideas we were developing together (e.g., the play kits).

Candy: I realized that I had always thought of reading as an isolated activity. The kids read and then played in the sandbox and then played with the manipulatives. Now I think about reading and writing as ways to organize life in the preschool classroom. I use reading and writing in all my centers. For example, I had always used junk – bottle caps, tops off milk jugs, and juice lids – for manipulatives in the math center, but I had not paid attention to the print on these items. One day I just casually read *Sprite*, *Pepsi*, and *Coke* as I sorted bottle tops at the math center. I noted that three tops had the letter *C* like in my name. Soon the kids began reading as they sorted. They also discussed letter names and long words and guessed with each other what letters might spell. I know that we are reading and writing more often now than when I planned a specific reading activity. We have more opportunities to talk about reading and writing, letters and words. My kids are learning more and it seems so much easier.

The real eye opener for me came this year. We went on a walk around the neighborhood. Naturally we read everything we saw. When we returned, some children playing in the block center wanted to make a neighborhood. They wrote signs and taped them on their block buildings. They cut ads from magazines to use as billboards. Two children wanted to make a map of their blocks (we had read a street map on our walk). The writing center became a map production center for three days. The neighborhood spilled over to the sand table. Two boys cut the logo from a Circle K cup, stapled their sign to a straw, and stuck it in the sand. Soon we had a sand neighbor-

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hood full of signs and billboards. I suggested that the people in the sand neighborhood might like to write letters to the people in the block neighborhood, so we set up post offices in each neighborhood.

Today Lea and I are collaborating on a set of teacher resource books. Many ideas in these books (like the play kits) were developed as we worked together with my 4-year-olds. At first when Lea suggested that we write our ideas down and share them with others, I thought my ideas were hers. I was surprised when she told me she thought her ideas were mine. We decided that they really were our collaborative ideas.

Emerging Readers & Writers is a column addressing how preschool and primary grade teachers and parents might promote the development of young children's literacy abilities. Send questions, comments, or suggestions about the column to **Dorothy S. Strickland, Graduate School of Education, Rutgers University, 10 Seminary Place, New Brunswick, NJ 08930, USA.**

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Hug-a-Book: A Program to Nurture a Young Child's Love of Books and Reading

Susan M. Gottschall

In 1990 a group of five Chicago teachers and early childhood consultants came together to form Hug-a-Book, a not-for-profit corporation. We had seen many preschool classrooms in the inner city that lacked good-quality books, and we had observed many teachers who had received little preparation in how to use books well with young children. Based on the knowledge that positive experiences with books are critical for young children's reading development, we formed Hug-a-Book to provide preschool sites in impoverished areas of Chicago with good-quality children's literature and to assist teachers with using classroom books and parents with sharing books at home.

In an age of videos and TV, connecting children to the pleasures of books and reading is a major concern. A familiar complaint of primary teachers is that children often arrive in kindergarten or first grade showing little evidence of experience with books. They do not seem to look forward to reading, and they do not seem to know how books "work" and the pleasure they bring. Many parents living in the inner city tell us that living in unsafe neighborhoods results in their leaving their homes only to get food and to take children to school—they certainly do not have time or the desire to venture out for "recreational" trips to the library. If books are purchased, they tend to come from large grocery store chains and tend to be poorly written and badly illustrated. Unlike many suburban families, these families have had few opportunities to experience and enjoy good-quality books.

At child care and Head Start sites, Hug-a-Book creates book-friendly environments, where good-quality books are valued and used in a variety of ways and where children form deep attach-

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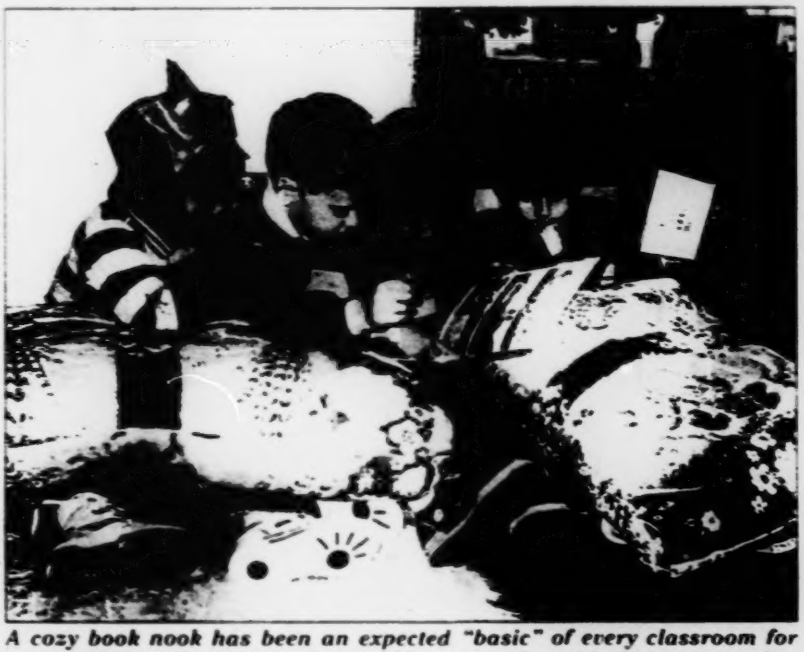
Susan M. Gottschall, *A.M., is executive director of Hug-a-Book, a not-for-profit corporation formed by her and four other teachers to provide good-quality books and literacy training to Head Start and child care sites in Chicago.*

The Hug-a-Book Program was developed by five Chicago teachers: Charlotte Goss, Sue Gottschall, Mary Lee Greenlee, Liz Hurtig, and Elizabeth Najera.



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A cozy book nook has been an expected "basic" of every classroom for young children throughout the past 30 years, at least! Is there any teacher who has still not created a comfy spot to sprawl and browze in?

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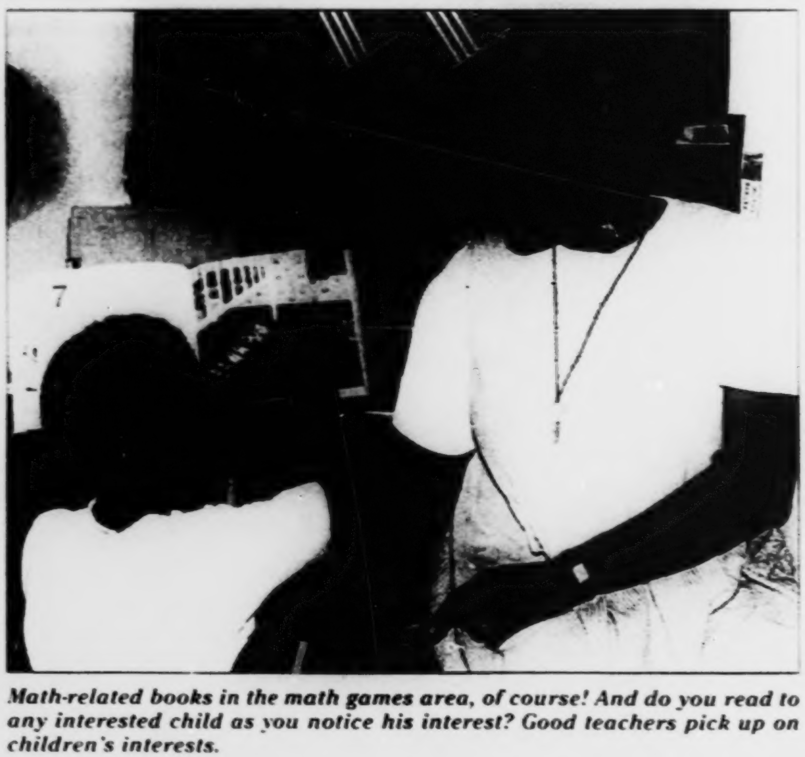
While the good literacy practices Hug-a-Book promotes are common in this country, the Hug-a-Book strategy of combining all elements customarily found in exemplary preschool/kindergarten/primary classrooms and working with teachers and parents to ensure that these practices are implemented is *not* common.

ments to books as they participate in the literate life of the classroom and home. While the good literacy practices Hug-a-Book promotes are common in this country, the Hug-a-Book strategy of combining all elements customarily found in exemplary preschool/kindergarten/primary classrooms and working with teachers and parents to ensure that these practices are implemented is *not* common. Many good-quality books relevant to the children's background are offered for selection; teachers are assisted in planning curricula and in creating literacy-rich environments, and parents are helped to make books a part of their homes, even if their literacy levels are low.

Sites are chosen based on their need for good-quality books and literacy training. Highly qualified Hug-a-Book staff visit each classroom to assess the books in the program and how they are used by children and adults. Workshops and individual consultations build on the teachers' strengths and offer help in problem areas, drawing upon the wealth of knowledge now available about young children, books, and preliteracy skills.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Math-related books in the math games area, of course! And do you read to any interested child as you notice his interest? Good teachers pick up on children's interests.

At the end of Hug-a-Book training, classrooms are carefully assessed for change in the following areas:

- the number of good-quality books available to the children throughout the classroom;
- the attractiveness and comfort of the library area;
- the frequency and ways in which the children independently use books;
- the frequency with which adults read individually to children;
- the children's interest and comfort level during group storytime, and the teacher's skill in story delivery; and
- the number of classroom activities and play that relate to storybooks.

Current research indicates that the factor correlating most highly with a child's learning to read easily in primary school is whether she or he has been read to frequently as a very young child (Anderson et al. 1984; Strickland & Taylor 1989; McLane & McNamee 1990). It is this intimate sharing of a book between a child and a caring adult that helps the child grow to love and bond with books (Strickland & Taylor 1989).

When children can easily see the pictures and print, they also gradually gain the prereading skills that they will need for primary school: they learn how to hold a book; that you read from left to right and from top to bottom; that stories have a beginning, a middle, and an end; and

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that printed words stay the same and can be read again and again (Schickendanz 1986). Sharing storybooks with others and exploring books independently powerfully affects children's literacy development (Sulzby & Teale 1989). Perhaps most important, through hearing books read aloud, children discover stories that speak to their deepest feelings and carry important meanings for them.

Looking In on a Hug-a-Book Classroom, One Might Observe Any or All of These Book-Related Activities

- A teacher sits in a beanbag chair reading *Bigmama's* to two children cuddled on either side of her. They point at the pictures and add comments of their own.
- Three boys gather books into huge piles on an empty table, where they set up a "library store."
- A girl is preparing lunch for her baby. She consults *What a Good Lunch*, a book about a funny bear who makes a mess trying to eat properly.
- In the library area a boy and girl lie on the floor "reading" *Corduroy* to each other. One reads in Spanish, the other in English.
- At the art table several children are making *Very Hungry Caterpillar* books. They are gluing pictures of food into their books and hole punching "bites."

Bringing parents and children's books together

Hug-a-Book invites parents to two workshops, where they select the books for their lending library from a large collection of good-quality books. These workshops allow parents to experience firsthand a variety of ways in which they can help their children enjoy good-quality books (Mavrogenes 1990). Parents are always amazed and thrilled by the number of beautiful books, many of which reflect their language and cultural background. In the words of a grandparent, "They finally learned to draw people who look like us!" Many parents ask when they must return the books to Hug-a-Book, not believing they are part of a *permanent* site library. As parents acquire feelings of pride and ownership by selecting the books, the lending library gains impetus.

In addition to selecting books, parents are involved in discussions of how young children use books and the many ways that adults can share books with their children. The consultants respond directly to concerns as they arise. Frequently, parents worry about children writing in the books. The consultants first encourage parents to look at the positive aspect: children who write in a book have realized that books are made of words and pictures that tell a story; these children want to be authors, too! Next, staff help the parents deal with the "transgression" in a positive way, for example, by giving the children a sheet of paper folded like a book in which they may write their own story. Many parents are relieved to discover that their children are not "bad" when they write in a book but instead are showing that they have an understanding of print (Schickedanz 1986).

Because parents at Hug-a-Book sites are of a variety of literacy levels, the consultants suggest many ways for them to share books with their children.

Because parents at Hug-a-Book sites are of a variety of literacy levels, the consultants suggest many ways for them to share books with their children. In addition to reading, a parent may tell the story from the pictures or talk about things of which the book reminds her or her child. Many parents do not think that conversations about books will be valued; others are interested in storytelling but think that they need to read a book word-for-word. Hug-a-Book staff reassure parents that conversations about books are an important part of their children's growing to value words (Strickland & Taylor 1989). The consultants also encourage parents to paraphrase and put stories in their own words when they begin reading to their children. One woman wanted her grandson to stop asking questions when she read him stories; she needed help to see the value of a child being actively involved in the story process (Strickland & Morrow 1989). Many fear that something is wrong with their children because they want the same book read again and again. Discovering that this is one of the ways in which children learn about reading reassures parents.

While Hug-a-Book does not offer any new advice about family literacy, its parent workshops focus on the anxieties that the parents have about using books with their young children, respond directly to these concerns, and follow up in the next workshop on how it went. Hug-a-Book also works closely with the lending librarian (often a parent) and with teachers in encouraging parents to share these wonderful books with their children. As parent confidence and enthusiasm grows and as news of the lending library spreads, borrowing rates reach an average of 55% the first year and 75% the second year.

Bringing children and books together

Complementing the lending libraries are literacy-rich classrooms, alive with children who are involved with books and book-related activities. Carefully planning the physical setting of classrooms and carefully preparing young children for living with books are important parts of the Hug-a-Book program.

In its series of workshops, Hug-a-Book challenges teachers to consider their own beliefs about and responses to books. Many teachers think that they must exercise caution with books. These teachers frequently store new or borrowed books out of children's reach, only to bring them out at specific, carefully supervised times. Even the books in the children's library are not well used. "Books must stay in the library area." "Take only one at a time." "Be careful!" These well-intentioned efforts relegate books to only the most quiet and careful of children, while the younger or more active children receive the message that books are not for them.

Many parents do not think that conversations about books will be valued; others are interested in storytelling but think that they need to read a book word-for-word.

Playfully teaching children to take care of books

In helping teachers respond to misuse and teach good care of books, Hug-a-Book asks teachers to consider how children naturally attribute human characteristics to all things. Thus it makes sense to children to treat books playfully, in the same manner as they treat their friends. This viewpoint also provides adults with a pretend and delightful way to help children care for books: If a child loses a book, for example, the teacher may "hear it crying" and organize a search party to look for that sad, lonely book. If a child tears a book, it needs to go to the doctor; a handy first aid kit for books can be equipped with transparent mending tape, scissors, library cards, and glue. If a child leaves a book on the floor, a teacher can enlist the child's help to find a home for it. If two children who both want a book are tugging at it, the teacher can pretend that the book is crying; the children often look up, surprised, and stop their struggle. The teacher might then suggest that the book needs a friend, another book, so each child can have one.

Personifying books carries the message that books, like people, need care. Doing so playfully and on a pretend level carries none of the anxieties or bad feelings generated by disapproval or a reprimand. Children learn to care for books in a way that makes sense to them and leaves them feeling good and responsible.

It takes time and repeated encouragement to accept the way young children use books. But armed with ways to respond to book misuse, teachers begin to make books easily available to children. Gradually they display new books, all carefully covered to better protect them. One teacher, who formerly insisted that books must stay in the library, slowly became comfortable with a young child wanting to carry books around. As teachers see children doing the things discussed in Hug-a-Book workshops, they discover that handling these issues through play *works*. They also have the support of a Hug-a-Book staff person who understands that some books *will* become damaged as children learn to care for them.

By the end of the Hug-a-Book sessions, a typical classroom has 20 to 30 good-quality books available to children throughout the day. While there is certainly nothing new about this idea, many teachers need a great deal of support in order to permit children to actively handle books and to accept the fact that, in the process, favorite books do become worn; having a plentiful supply of quality books helps.

Slowly, children's interest in books grows

Children only gradually become interested in pictures in books and the meaning of the story, eventually realizing that the print tells the story (Schickendanz 1986; McLane & McNamee 1990). Hug-a-Book helps teachers learn how to connect children to books and the way they work. First, teachers can appreciate and accept a particular child's interest in a book. Next, they can call the child's attention to the content of the story; for example, if a child is stroking the cover of the book *School Bus*, his teacher could respond, "That book feels smooth, doesn't it? Look at the school bus. It looks like the one we ride sometimes. Where do you think it's going? Let's look inside and see." An adult's interest, time, and acceptance of young children's book use are necessary to help children discover the purpose and meaning of stories.

Books that are loved are read repeatedly, carried around, shared, and stored in many places. If one pictures a home where books and reading are valued, books are everywhere and are shared frequently. Schools can improve their learning environment by drawing on this information about reading at home (Strickland & Taylor 1989).

A similar atmosphere can be established in classrooms if children feel free to use and enjoy books. Books added to the housekeeping area can be read to the babies as they are held or put to bed; small books and board books are often favorites here. Books in the block area can suggest things to build or play—for example, *The Three Billy Goats Gruff*, *Train to Lulu's*, and *We Keep a Store*. In one classroom, the smallest child pretended to be the biggest Billy Goat Gruff, clumping across a bridge of blocks. In another room, blocks had become a train, with pocketbooks serving as suitcases, filled with favorite housekeeping items; six children climbed aboard, setting off to go visiting down South.

Books in the science and art areas can stimulate ideas and experimentation: *Surprise Box* and an empty shoe box, *The Sun the Wind and the Rain* next to the sand/water table, and *Applemando's Dream* near the easel. Books and props near the dressup clothes encourage pretend: *Flossie and the Fox* and a basket of eggs, *Grandpa's Face* and a mirror, *Bimwilli and the Zimwi* and a large seashell, *La Fiesta de Cumpleanos* and candles and playdough. Even the bathroom is an excellent spot for a book like *Holes and Peeks*; one site where the children must wait in line for the bathroom has a box of books nearby with *Holes and Peeks* prominently displayed.

Integrating books and play

Hug-a-Book staff work with each teacher in selecting books for different areas. Placing books throughout the classroom often generates anxiety in teachers. Support is critical in the implementation process until teachers' fears that books will have no order are allayed, as they observe how the children are using books and discuss with the children where the books will be kept in each area.

Some children quickly incorporate these abundant books into their play and reading. They may have come to school knowing how books work and the enjoyment they provide, but the teacher must lay the foundation for loving books and reading for the many children who have not had these opportunities. Books with images and words that stir children's feelings must be carefully chosen. Many stories in the children's first language must be available, with pictures of children who look like them and share similar experiences and feelings (Harris 1991). Books that portray the children's cultures, languages, and feelings are carefully read and discussed at each workshop. Parents and teachers choose from a large selection of books, picking those

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We put accessories in the block area, for example, miniature animals, transportation toys, and people . . . why not books to stimulate play?

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that they believe will most appeal to their children.

Making storytime work—instead of being a struggle

Sharing these books is an intimate experience, one that works best one-on-one, with the child snuggled securely in the adult's lap. To find the time for individual reading, both teachers in a classroom must work closely together (in some classrooms, the second adult may be an assistant or volunteer). While one teacher reads, the other teacher must be willing to supervise the classroom and meet the demands and needs of the other children. In supporting each other to do this, they each need to be trained about and committed to the importance of reading to very young children and must recognize the positive effect that it has on children's learning to read. Hug-a-Book has found that reading individually must be repeatedly discussed, modeled, and supported through assistance in the classroom. Parents are of great help here and often are willing to volunteer, especially when they learn that there are many ways to share books. Strickland and Taylor (1989) report that parents often extend and expand the context of the stories in especially meaningful ways in conversation.

Group storytime is another activity that sometimes frustrates teachers, causing them to resort to methods that detract from enjoying a good story. In many classrooms that we have observed, children are told to sit with their knees crossed, hands in their lap, and lips buttoned. While one teacher reads, the other teacher often is busy with such classroom details as setting up for lunch or naptime. In some settings, children are called out of storytime to wash hands and to set tables. The teacher who is reading struggles to maintain control—a difficult task with children who have a broad range of interests, attention spans, ages, and language abilities.

In helping teachers rethink storytime, Hug-a-Book asks them to think about how they read at home. Critical to their reading pleasure is their physical comfort and the absence of distractions. Recognizing this helps teachers begin to consider new possibilities for storytime. Many need support from their directors and Hug-a-Book staff to schedule storytime when there will be no interruptions and when both teachers can focus on the children and the story. The teachers begin to encourage children to spread out and find positions comfortable to them (Conlon 1992). If other problems develop, the teacher has the Hug-a-Book staff person to brainstorm and talk with. Eventually, teachers often express surprise at how well children who appeared not to be listening have understood the story.

Never having learned to love books with one adult reading to them, some children may at first seem unable to tolerate storytime. Teachers sometimes feel frustrated and angry with themselves and with the children at disruptions during the story. Often they have been taught to only plan for the whole group and need support to arrange for children's individual story needs. Identifying these children enables the teacher to plan for times to read alone with them and to arrange for them to do something else during group storytime. Typically, children who cannot join storytime at the beginning of the year do so later in the year, after they have been frequently read to one-on-one.

Some teachers decide to divide their children into two smaller groups, usually according to the primary language of the children in a bilingual group or the attention span of the children in a monolingual group. This arrangement allows the teacher to choose books that are most likely to appeal to each group. It is also easier to respond to the concerns and interests of each child in a group of 10 children or fewer.

While these suggestions for group storytime are simply good early childhood practice, many teachers in Hug-a-Book need assistance in implementing the changes. These teachers may be fearful of change and attempt a new method only when we reassure them that we will support them in trying and evaluating it. Often they do not have other opportunities to explore different methods in a supportive environment or to practice and develop their story-reading skills. Recognizing the tremendous importance of the reader's story delivery and discussion with the children, Hug-a-Book works on these issues with teachers individually.

Because young children learn most about things in which they participate, helping children to become active and involved with the stories in books is a crucial part of a book-friendly classroom. When books introduce themes and activities that relate to children's real-life experiences, the children see reasons to become literate. In Hug-a-Book workshops, teachers are encouraged to explore a variety of ways to promote involvement through meaningful and enjoyable activities.

Books must be thoughtfully selected each day; stories must appeal emotionally to a group of children (Throne 1988) so as to invite predictability and repeated readings and to be easily extended into classroom activities and play. A teacher might choose *Mr. Gumpy's Motor Car* for children struggling to become a group. Quickly they become involved in "not me" responses, as each animal refuses to help when the car becomes stuck. At the end of the story, the animals help push the car out of the mud and then they go for a swim. The story invites dramatization and participation and is easily extended to other classroom activities, such as building Mr. Grumpy's car out of blocks, playing with small toy cars in the sandbox, and making dirt or sand into mud. Teachers can promote this kind of literacy-related play by providing props that suggest these themes to the children. When children become involved in books, the stories begin to appear spontaneously in their play and inspire many other ideas for curriculum development. As children respond to stories through play and planned activities, the effect that storyreading has on them is heightened.

Conclusion

Making books an integral part of a young child's life is a goal that any early childhood center can attain. The rewards of creating book-centered classrooms are readily apparent in children's seeking out books, "reading" them, sharing the pictures and stories with others, and developing imaginative play from the stories. Less apparent, but equally important, is the knowledge about books and reading that young children accumulate as they participate in a book-friendly environment. Classrooms and homes that promote this love of books and reading prepare young children to enter primary school eager and ready to learn to read.

The Hug-a-Book program serves as an impetus and support to encourage the love of books and reading by providing permanent collections of wonderful books, discussing with teachers and parents current knowledge about how literacy develops, and supporting teachers as they develop literacy-rich classrooms.

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Literacy Begins at Birth:

What Caregivers Can Learn from Parents of Children Who Read Early

Kathy Barclay, Cecelia Benelli, and Ann Curtis

Research on early literacy development has provided considerable insight into the precursors of becoming successful readers and writers (Teale 1978; Morrow 1983; Goodman 1986; Schickedanz 1986). Although case studies have provided rich descriptions of very young children interacting with books and other print in their homes, there are few descriptions of similar behaviors by infants and toddlers in child care centers (Bissex 1980; Lass 1982, 1983; Baghban 1984). However, the early environment of significant numbers of infants and toddlers includes full- or part-time enrollment in a child care center. Because child care settings and homes are inherently different in many respects, questions arise concerning how centers can best promote early literacy development. Is it possible to replicate, within a child care setting, those elements found in homes of early readers? And, given the greater complexity of child care settings in terms of materials and people, can we expect children in these settings to respond to print experiences in the same way as they do in the home?

According to the Bureau of Labor Statistics (Silvestri 1993), the number of child care workers in the United States is expected to grow by 49% by the year 2005. These caregivers play an integral role in children's development, including their literacy development. This is especially critical in light of the fact that as many as 35% of kindergarten children come to school unprepared for formal education, according to teachers surveyed for the Carnegie Foundation report *Ready to Learn* (Boyer 1991). As early childhood faculty members, we have daily op-

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The authors gratefully acknowledge the contributions made by teachers in the WIU Infant and Preschool Center. Children, early childhood students, and faculty are all beneficiaries of the knowledge and commitment displayed daily by these teachers.

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The infant/toddler room and the 2-year-olds' room are both equipped with a wide variety of books, including nursery rhymes, song picture books, books with predictable repetitive patterns, variously shaped books, chunky board books, vinyl books, peek-a-boo books, books with textures, and Big Books.

portunities to observe teachers and children in our campus laboratory child care center. These observations have given us insight and a new perspective on how teachers of very young children can play an integral role in literacy's beginnings. In this article we will share with readers ways in which the teachers in our center structure the environment and provide supportive interactions that give the infants, toddlers, and 2-year-olds in their care the same advantages found in the homes of early readers.

Promoting literacy in our center

The Western Illinois University Infant and Preschool Center was established in the fall of 1977 as a laboratory training site for early childhood education majors. The center is licensed by the Department of Children and Family Services to serve 38 children from 6 weeks to 6 years of age. The majority of the parents of these children are university students who receive financial aid to cover tuition expenses; most other parents are employed either by the university or in the community. The families represent diverse racial, ethnic, and cultural backgrounds. Twelve children, ranging in age from 3 months to 36 months, are enrolled in the infant/toddler room.

The infant/toddler room is divided by a clear Plexiglas™ half-wall, which serves to separate the 2-year-olds from the younger infants and toddlers. Each area is equipped with a wide variety of books, including nursery rhymes, song picture books, books with predictable repetitive patterns, variously shaped books, chunky board books, vinyl books, peek-a-boo books, books with textures, and Big Books. A listening center pro-

Figure 1. *Polar Bear, Polar Bear*

- Share the book repeatedly with the children.
- Invite the children to discuss each of the animals, their habitat, eating habits, etc.
- Enlarge illustrations from the book, and each day work with a different animal, using various art techniques to decorate it.
- Print the text from the book on large sheets of paper.
- Display the text with art projects on the wall for the children to see.
- Take snapshots of each animal with the text beside it. Put the snapshots together in book form for children to look at. This book can be placed in the room's library. Children may check out the book to share at home. You may also want to take pictures of children doing art projects and send them home with the book.
- Encourage the children to make animal sounds for each animal when the story is being read.
- Encourage parents to help their child cut out pictures of animals and make their own book. Perhaps, give the text of *Polar Bear, Polar Bear* to children to glue on their pictures at home.
- Take the children on a field trip to a zoo, if possible. Read the book before and after the trip and perhaps en route.
- Make animal cookies and let the children decorate them.
- Read other books that emphasize the sense of sound, such as *Old Macdonald, Over in the Meadow*, and *The Wheels on the Bus*.

Figure 2. *Brown Bear, Brown Bear, What Do You See?*

- Share the book repeatedly with the children.
- Invite the children to "read" with you.
- Talk about the animals and their characteristics.
- Talk about real versus make-believe characteristics (for example, "Are horses really blue?").
- Use the children's names in making new versions of the story ("Brett, Brett, what do you see?").
- Let the children glue pictures from magazines on a page of the story with their name ("Brett, Brett, what do you see? I see a *jack-o-lantern* looking at me").
- Invite children to display their "new" pages for the story on a bulletin board or wall.
- Compare the animals in this story to those in *Polar Bear, Polar Bear*.
- Read other books emphasizing the sense of sight, such as *Mary Wore Her Red Dress, The Dress I'll Wear to the Party, The Jacket I'll Wear in the Snow*, and *Planting a Rainbow*.

vides books, cassette tapes, tape recorder, and headphones. To facilitate and encourage early writing behaviors, we supply a variety of items, including portable chalkboards, easels, dry-erase boards, magnetic boards, alphabet blocks, letter tiles, an assortment of alphabet puzzles, and an alphabet pocket chart. A writing center for the 2-year-olds is well stocked with a variety of paper, markers, crayons, colored pencils, alphabet stamps, envelopes, scissors, and other writing utensils and art supplies. We house all of these materials within easy reach of the children.

Figure 3. *Over in the Meadow*

- Share the book repeatedly with the children.
- Make available to the children various versions of the story.
- Take a field trip to a meadow in your area, and look for evidence of animals mentioned in the story.
- On the field trip, use a magnifying glass and binoculars to observe nature.
- Use various art materials and techniques for flowers, trees, grass, and the animals. Invite the children to construct a wall mural, using their artistic creations.
- Play the music audiotape of *Over in the Meadow*, or play on a guitar, autoharp, or piano. Teach children the "song."
- Engage the children in counting the various animals depicted in the book. Help them count and match the same number of animals on the wall mural.
- Expose the children to various taste sensations; for example, honey for the bees.
- Read other books that emphasize the sense of sound, such as *Old Macdonald*, *Polar Bear*, and *The Wheels on the Bus*.

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A listening center provides books, cassette tapes, tape recorder, and headphones.

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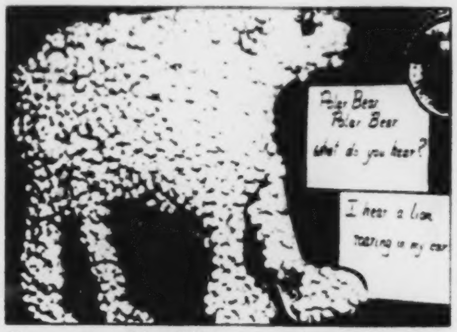
A writing center for the 2-year-olds is well stocked with a variety of paper, markers, crayons, colored pencils, alphabet stamps, envelopes, scissors, and other writing utensils and art supplies.

The three full-time teachers, assisted by student workers, facilitate and support the children's involvement with these materials. The adults set up the environment, plan activities, issue invitations, serve as models, respond to children's self-initiated engagement in literacy activities, and, most importantly, allow children ample time for exploring literacy in ways that are personally meaningful.

Rather than limiting reading to a set storytime, the sharing of literature—books, poems, songs, and rhymes—takes place throughout the day. Invitations for sharing literature come from the children, as well as from the adults. Children enjoy looking at books on their own, with friends, and with their caregivers. Laps are a favorite place for book sharing. Just as in the home, children in the center frequently ask to hear a particular favorite book read over and over again. Caregivers know that this is an important part of young children's literacy learning, and although new selections are in-



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Two-year-old children enjoy repetitive readings of their favorite books. Some twos enjoy participating in related construction projects but no child should be required to do this.

Table 1. *Fostering Early Literacy Development*

Characteristics	Home	Center
Rich Literacy Environment	Parents purchase books for their children, take their children to the library, subscribe to/purchase a variety of adult newspapers and magazines.	Teachers arrange the environment so that children will have ready access to a wide variety of print materials, including books as well as manipulatives (i.e., alphabet puzzles and blocks, letter tiles, magnetic letters). Storage containers, shelves, and lockers are labeled to identify contents or with children's names.
Environment Conducive to Early Writing	Paper and writing instruments are available, most typically, crayons. Children see parents writing for functional purposes. Adults and older siblings support children's early attempts at drawing/writing.	A well-stocked and organized writing/drawing center is available, with a variety of writing instruments (e.g., chalk, markers, colored pencils, crayons, paint, letter stamps) and writing surfaces (e.g., paper of differing sizes, shapes, and colors; dry-erase board; easels; chalkboards). Adults model forms and functions of print, issue invitations, and support children's early explorations of writing.
Well-Organized, with Scheduled Daily Activities and Designated Responsibilities	Spaces are designated for materials and possessions (e.g., book shelves, toy boxes, closets), predictable times are set for eating and sleeping. Family members, including children, share in household tasks.	Spaces are designated for materials and possessions (e.g., book and toy shelves, lockers, storage bins and baskets), predictable times are set for eating and sleeping. Children assist in cleanup, as appropriate.
Warm, Accepting Atmosphere	Adults and older siblings respond to the young child's requests for reading aloud and to questions and comments about print inside and outside the home (e.g., packages at grocery stores, road signs, menus at fast food restaurants). Children sit close to the adult/older sibling when books are shared.	Teachers respond to children's requests for reading aloud; issue invitations to extend stories through dramatic play, music, and art; and are alert to natural opportunities for enhancing understandings about how print works. Teachers sit on the floor, making themselves physically accessible to individual children who wish to share books.
Interactive Strategies during Book Sharing	Parents engage in strategies that serve to call attention to the function and meaning of print (e.g., questioning, directing discussion, offering information, relating to life experiences). Adults respond to children's requests to hear books read repeatedly.	Teachers engage in strategies that call attention to the function and meaning of print (e.g., questioning, directing discussion, offering information, and relating to life experiences). Teachers respond to children's requests to hear books read repeatedly. Big Book versions of favorite books are used to enhance the reading experience, particularly for small groups of children.

troduced periodically, old favorites are returned to often. Such was the case with the book *The Three Billy Goats Gruff.* Children frequently asked to listen to the cassette tape of this book. As the children listened to the tape, one child turned the pages while other children dramatized the story. Of course, their favorite part was "Trip, trap, trip, trap. Who's that walking over my bridge?!" The Big Book version of *Freight Train* by Donald Crews was another favorite. The children enjoyed the large illustrations and the simple text.

In response to children's sustained interest in a book, the adults plan activities that expand children's literacy knowledge and enhance their enjoyment. For example, the 2-year-olds requested that *Polar Bear, Polar Bear,* a predictable book with a simple repetitive pattern, be read repeatedly. The teacher involved the children in creating a mural

FIND WALDO NOW

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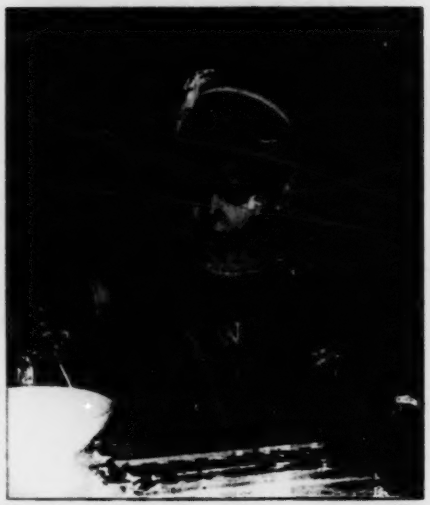
Children enjoy looking at books on their own, with friends, and with their caregivers. Laps are a favorite place for book sharing.



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Exploration of various art media complements early writing development.

depicting the sequence of events from the book. For a two-week period, the children worked collaboratively to decorate large animal cut-outs, using a variety of art media. The children covered the polar bear with white cotton balls. A pink feather duster provided feathers for the flamingo, and a mixture of coffee grounds, brown paint, and sweetened condensed milk gave the lion a "leathery" texture. As each animal was completed and added to the mural, the children enjoyed reciting the words to the book. In addition to the mural project, the children had an opportunity to participate in various other activities based on the book (see Figure 1). Two other books around which numerous activities were planned are *Brown Bear, Brown Bear* and *Over in the Meadow* (see Figures 2 and 3).

Big Books are excellent tools for helping young children begin to first become aware of and then to explore how print works. The large, well-spaced print in Big Books and on nursery rhyme and song charts make it easy for the children to distinguish print from pictures. Print on signs and labels on children's cubbies, lockers, and toy shelves and containers help children understand the function of the printed word—to convey information.

Through our observations of these very young children's intense interest in and ever-increasing knowledge about print, we have come to believe that child care settings are capable of developing and promoting children's literacy in ways similar to those found in homes of early readers. Table 1 provides a summary of how our child care center replicates characteristics of such homes. Our observations of the teachers and children in our center also convince us of the efficacy of replicating, within a child care setting, those characteristics. Books and other print-related materials are valued and necessary ingredients of each day for the children in our center. Through their intense involvement with literacy materials, they are developing important concepts about print, an increasing ability to retell stories from illustrations, and a love of books. By sharing our experience, we hope to better inform caregivers about their role in enhancing early literacy interests and abilities of the children in their care—leading to positive effects for significant numbers of children.

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[Volume 50, Number 4]

Asking Young Children To Tell the Story

Cathleen S. Soundy and Margaret Humadi Genisio

Before children learn to read and write, they are already making up and acting out little adventures. Although much of the dramatic play of 3- to 6-year-olds reflects straightforward imitations of home life, their play themes are by no means limited to such reality. On any given day in the classroom, children might be preparing a meal in the housekeeping area or scaring away grizzly bears at a makeshift campsite.

Television, picture books, field trips and influential adults provide young children with material for the scripts and stories of play. By the time children's dramatic play reaches its highest level of development, it has evolved into a cooperative multidimensional activity that produces interrelated action sequences and highly imaginative themes (Christie, 1991). A play session in which four children attempt to scare away a make-believe bear from their imaginary campsite illustrates this concept well as numerous interlinking actions and dialogues occur.

In some important respects, the fantasy and sociodramatic play of children can be viewed as a precursor to oral storytelling and story writing (Crowie, 1984; Galda, 1984). Narrative action structures embedded in sustained dramatic play frequently contain imaginary roles and events, similar to those found in children's early spoken and written stories (Heath, 1982; Sachs, Goldman & Chaillé, 1985).

The verbal exchanges that accompany pretend play expose children to other views of the world and help them grasp the social and affective functions of narrative processes (Wolf, 1993). The following conversation from the campsite play session demonstrates how playmates learn from each other as they share their attitudes, habits and family lifestyles:

> "If I eat these hot dogs without mustard, they won't be any good. My mom never lets us eat hot dogs for dinner, only for lunch. They cook real fast so we get to eat a lot of them."
>
> "My dad hates hot dogs and my mom won't cook them."

Verbal exchanges of this nature provide children with opportunities to create text through play and to convey social mores that will eventually help them to comprehend written texts (Pellegrini, DeStefano & Thompson, 1983).

Research indicates that children must experience many types of dramatic play and storytelling to reach optimal language and literacy development. The responsibility for storytelling was once restricted to the teacher's domain. Renewed attention on developmentally appropriate practices, however, has shifted the responsibility to include the child. Children are now being asked to tell their own stories, including original make-believe versions and retellings of old favorites. Teachers are exploring ways to incorporate children's experiential background when guiding children to verbalize stories.

One instructional approach, the focus of this article, encourages teachers to guide children in narrating stories based on actual or imagined experiences, particularly those that transpire in the classroom. The authors discuss ways of incorporating events from dramatic play and everyday occurrences into storytelling activities. Story samplers exemplify the techniques that teachers can use to help young learners reconstruct narratives based on real experiences.

Story Samplers

Early childhood centers contain abundant raw material for framing stories. During children's natural extended conversations, they often exchange ideas and anecdotes. These real opportunities furnish ideas for interesting stories in which children order their thoughts and make sense of their classroom experiences. The following four story samplers depict diverse types of interaction found in large groups, small groups, partnerships and individual formats. An explanation of the classroom activity or story source provides the background.

Spontaneous Experience Story Starter
(Large Group)

Many whole group opportunities can be transformed into stories. Teachers can capitalize upon extemporary circumstances as they develop. Losing electricity in the classroom, for example, can be a scary experience for young children and a chaotic one for teachers. But

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teachers can turn the experience into a creative one by suggesting to the children that they transform the darkness into something fun, like outer space.

Exploring the Moon. When the lights go out, gather the children and give them flashlights. Explain that they are astronauts who have just landed on the moon. Encourage them to explore the moon's surface. They may want to venture into the room to search for rocks, plants and people. Some children might pretend to get their feet stuck in craters and can then request the assistance of others. The children can speak to one another with pretend speaker devices. Next, the children might encounter some other life form. Ask them to try to communicate with it. Other youngsters may enjoy building a spaceship.

Modes of Responding. In order to guide the children in verbalizing a story line based on a classroom experience, the teacher will need to bring the group together. The activity, in this case the space adventure, could be recreated through joint participation in which the children talk about the individual roles they played. Through careful teacher guidance and practice, the children will learn to produce a consistent story structure—possessing a definite beginning, middle and ending. They will develop a set of characters and sequence of events, resolve problems and conclude with a satisfying final statement.

The teacher could expand on other story ideas by describing, for example, a huge cave set off in the distance. The class could imagine they are exploring the cave and then discuss what they found. Subsequent story sessions could center on having the children pretend to enter a spaceship. The teacher could initiate discussion about the spaceship's destination, equipment and leader. The goal is to help children create opportunities for elaborate language and to employ imagination and creativity.

Thematic-based Story Starter (Small Group)

Many thematic-based dramatic play centers are located in early childhood centers. Teachers choose a theme, design space to accommodate a small number of children and provide materials to recreate typical community settings such as post offices, grocery stores, doctors' offices or banks. Other centers might represent farmers' markets, art studios and camping sites.

The following small-group, child-initiated play session occurred in a dramatic play center representing a campsite. Theme-related props included backpacks, assorted plastic food, plates and utensils, binoculars, compasses, flashlights, water bottles and a first aid kit. While major accessories, such as a pup tent or small logs, are not necessary, they do provide a real-life dimension and were used in this example.

Going Camping. One preschool class conducted a pretend camping expedition. John and Jaret gathered blocks and carried them to the tent site in order to build a pretend fire. Tyeesha and Tiffany, perched on a nearby log, pulled plates and utensils from their backpacks. The children cooked hot dogs for their appreciative fellow campers. Within moments, all four children scrambled into the tent to hide from approaching "bears." John, playing the bear, lumbered around the campsite, growling and scratching at the firewood. The campers in the tent used flashlights to scare away the intruder. Pleas to "turn out the lights" echoed from the tent. The supportive classroom teacher obliged and darkness filled the room. John, moving from one hiding place to another, attempted to evade the light.

The action continued, amidst giggles and intense verbal exchanges, until the teacher gave a warning announcing the arrival of daybreak. "Here comes the sun," she said, turning on the lights. The intense dramatic play continued for a while longer, diminished as clean-up time approached and terminated once the children settled into the storytelling corner.

Modes of Responding. A simple retelling of the "bear's" visit to the campsite, preferably on the same day as the activity, fosters a high level of storytelling engagement. The participants' names could be inserted into the storytelling to create a personal effect. On another day, the class could use visual aids to extend their imaginative adventures. A special puppet or a significant prop could stimulate discussion.

Although there is no right or wrong way to start a storytelling session, the teacher could begin by displaying a skunk puppet and suggesting the class make up a story about another uninvited visitor to the campsite. Two or three follow-up questions could help initiate the storytelling: "What name shall we give the skunk?" "What kind of trouble might this skunk create?" and "What do you think scares a skunk?" The teacher could even develop the initial narration: "Charlie lived with three other skunks in a hollowed-out tree in the woods. He was curious by nature and loved to explore new areas." Pausing for suggestions from the children will make the story belong to the class. After the story, a small group of children may act out portions of the tale.

Pure Fantasy Story Starter (Partnerships)

Watching pairs of children at play can also provide story ideas. The following experience occurred right outside the playground door.

Blowing Bubbles. Lauren and Lindsey were blowing bubbles, using wands of various sizes to create a multitude of different bubbles. As the bubbles floated on the breeze, catching the sunshine, they inspired conversation. Sometimes the bubbles would pop on

An established routine should include time for free play, center-based activity and informal child-child or child-adult interactions . . .

a tree, leaving a soapy residue on the bark. Or they would pop against a child, causing him to touch the spot where the bubble landed. The girls enjoyed creating and playing with the bubbles. A competition developed over who could blow the most or the biggest bubbles.

Modes of Responding. Teachers should consciously observe partnerships at play. Play episodes involving pairs of children contain meaningful contexts for story making. Since such occurrences generally are not overly eventful, they might not readily attract the attention of a teacher. Thus, their potential as stories tends to be overlooked.

To help develop imaginary story lines using the above experience, the teacher might ask the children how small they would have to be to fit into a bubble. The children could describe where they would go if blown away by the wind. They could pretend to look for camels in the desert, dolphins in the sea and lions in the jungle. The teacher could describe what children in Mexico or Alaska might be wearing. A storm could endanger the voyage and the children could share their thoughts about how they would return home.

This theme—leaving a familiar environment for a remote place, experiencing adventures along the way—is found in many children's books. Thus, such storytelling episodes are perfect opportunities to explore children's literature. The class could discuss books such as *The Snowman* by Raymond Briggs (1978), *Where the Wild Things Are* by Maurice Sendak (1963) and *Bubble Bubble* by Mercer Mayer (1992).

Conversational Story Starter (Individual)

Seemingly ordinary conversations often contain seeds for future storytelling activities. The following example illustrates how a child's one-on-one dialogue with his teacher could become an exciting narrative.

Escaping Reality. One cold winter day, Adam collected all the play money from the various board games in the classroom. He brought the bills to his teacher and asked how much he would have if the money were real. The teacher explained that he would have a fortune and asked him what he would do with it. Without hesitation, Adam expressed a strong desire to buy a house in Hawaii.

Adam's idea became a starting point for an enjoyable escape from the cold and dark afternoon. The two imagined what it would be like to live in Hawaii. Adam, who had recently seen photos of Hawaii, had many mental images of beaches, hula dancers and volcanoes. He expressed a desire to fly above a volcano to see the lava. The teacher imagined making footprints in the wet sand and snorkeling next to brightly-colored fish in the warm, blue waters. Both wanted to ride in a glass-bottom boat, and they discussed the creatures they might see.

Modes of Responding. Verbal exchanges between teacher and child can readily become part of a group storytelling session. After the first child retells his story, other children could offer their own ideas about their imaginary visits to a tropical island. Or, for variety, the teacher could collect artifacts as story aids. A beach bag filled with thematic items—sea shells, coral, driftwood, replicas of tropical fish and model ships—could be placed on the floor in the middle of the story circle. The children could use these objects as stimuli for a story. After a few initial verbal contributions, another child could continue the narration. Playing environmental music (e.g., the sounds of waves or traditional Hawaiian music) adds an interesting effect to the activity.

Sustaining Storytelling in Center-based Settings

Several managerial and instructional strategies will enhance the teacher's ability to incorporate events from dramatic play into storytelling sessions. To do this successfully, especially on a long-term basis, teachers should consider several support mechanisms. An established routine should include time for free play, center-based activity and informal child-child or child-adult interactions that may inspire future storytelling sessions. An adequate adult-child ratio will give teachers ample time to observe children playing and interacting. An observant teacher can mentally log interesting and entertaining incidents from various contexts for use during storytelling. Children's memories and imagination will fill in any gaps.

Opportunities to engage children in storytelling must be carefully planned. The great challenge for teachers lies in creating environments that encourage genuine sharing. A collaborative atmosphere in which everyone sits around the story circle and feels part of the storytelling experience is important. Provide pillows or mats and encourage children to assume a comfortable position. The children need to feel comfortable listening and responding to each other's answers without feeling they are being evaluated. A teacher's voice, demeanor and body language help create a receptive audience. An enthusiastic and sincerely motivated teacher will likely generate storytelling success.

The initial session may need to draw on an activity shared by the entire class. Teachers should activate the story process by providing the point of reference (i.e., the starting place from which other events follow). A child who was an active participant in the event could recount the experience. If important events are omitted, the teacher can pose questions or offer statements that prompt the storyteller to include missing elements or to clarify information.

As children grow experienced in storytelling, the teacher can move them away from recounting a chain of events in chronological order. Several storytelling options can add interest and variety. The story's time span could be extended and the characters can encounter more elaborate and detailed contexts. Another option is to create a plausible condition with events that might have occurred, but in reality have not. Children can be encouraged to tell fantasized accounts or recombine real events. The purpose is to extend children's thinking beyond firsthand participation into new and uncharted territory.

With additional practice, children have increased opportunities to acquire and understand narratives. It is not critical, certainly not in the early practice sessions or with very young children, to address all parts of a carefully constructed story. By age 5, children generally can tell entertaining stories that contain most components specified in story grammar (Applebee, 1978). They are capable of beginning with a setting, building a problem to be solved, describing a goal or solution and providing an ending. References to inner feelings or motives generally come at a later stage of development, although they may be introduced to some 5-year-old children.

If problems or conflicts are evident in the story line, the teacher can carefully provide a resolution. If a resolution is not part of the play scenario, one can be constructed. For example, the teacher could help end the camping story by simply stating, "And the bear ran off into the woods, never to be seen again."

Inviting children's comments and respecting their ideas not only helps to improve language fluency, but also gives them ownership in the process. The storytelling event, the stimulus upon which the story is based, does not have to be a one-time occurrence; different versions could be played out over a period of time. Additional children's contributions could be incorporated to recast and reshape an earlier story, providing new perspectives for all participants.

Time is not always available to focus on children's actions, verbalizations and the little scripts that unfold during the day. Therefore, the class may need to call upon alternative sources. Children's literature or traditional stories can be used when teachers are unable to capture the essence of a play session or when the children's contributions are not forthcoming. A variety of storytelling sources ensures a dynamic influx of new ideas, keeps storytime fresh and feeds new material back into the children's play.

Discussion

Teachers adhere to developmentally appropriate practices when they guide children in narrating stories based on actual or imagined experiences. Furthermore, such stories involve more creativity than merely mimicking or imitating a model. Holistic comprehension also prevails when children contribute to and expand a story, rather than responding to piecemeal literal questions.

Affective and cognitive domains accrue certain benefits. Teachers enjoy playful and conversational exchanges that build a wholesome relationship between themselves and the children. They find fresh opportunities to place value on children's play and accompanying verbal exchanges. Teaching satisfaction is heightened when one respects children's ideas, learns what the children are thinking and helps extend their narrative skills.

Storytelling may serve as a bridge to reading and to more developed play. The activity can be a rich source of plots, characters and ideas, elements that will be incorporated into future stories or pretend play. The emphasis on active participation allows children to reenact and test behaviors, skills and thinking processes that support early reading development.

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Ideas That Work With Young Children

How and Why To Teach All Aspects of Preschool and Kindergarten Math Naturally, Democratically, and Effectively (For Teachers Who Don't Believe in Academic Programs, Who Do Believe in Educational Excellence, and Who Find Math Boring to the Max)—Part 1

Polly Greenberg

Note: *Part 2 of this math series focuses on sets—classifying, comparing, matching, adding, subtracting—especially as children encounter them in play settings and with coins. Part 3 is about learning spatial relations and geometry, especially through block building and woodworking. Part 4 focuses on sequences—patterns, arranging objects by size, and time—and measurement, particularly as children cook and play with water and sand.*

QUESTION: I am really confused! I am trying to add ideas I read (and absolutely agree with!) about the importance of contributing to character development and moral development, and *democratic* character development; and the importance of discovery learning and thinking skills, and motivation-to-like-learning in my four- and five-year-old mixed age group. But, the director in this preschool wants heavy emphasis on academic learning, especially math and reading. In my undergraduate teacher education, I thought I was taught that four- and five-year-olds learn all the math they need as they play on their own. I used to teach that way, but I, too, feel strongly about educational excellence. I myself now think I should be doing more than I did before about math. I have several problems, however. First, I don't see how to add more and more major strands of curriculum to the day. Moral and democratic character development, discovery learning opportunities, and other concepts are more important to me than math is. If I'm going to add curriculum, it's going to be that sort of thing. I can't seem to get it all together.

Math is my worst problem. I teach every lesson I'm supposed to, and give every assignment I'm supposed to—most of them seatwork following demonstrations. But, I find math boring to the max—that is my second problem—and I see that the children do, too. I am a math mutilate—I got ninth percentile on the math college boards, meaning that 91% of all college-bound high school graduates knew more math than I did. Through years of intermittent independent study, I have achieved the third grade math level. How can I be a good math teacher? How do teachers get it all together? I think the director would allow me to teach math, and all the rest of it, the best way if I could figure out what the best way *is* and *how* to do it that way.

Luckily for parents, teachers, and other caregivers, a child's character (including moral and ethical behavior), motivation to learn, personality (including interests), and mental development (including intellectual understanding of the many kinds that constitute readiness for learning "the next thing" in each curriculum area) are formed in the process of her various interpersonal relationships and activities. Character and personality development, a democratic style of working with others, and so on, are not separate entities, apart from the young child's family life and her life in whatever educare or kindergarten setting she spends her days. Mental development results automatically from the normally developing child's maturation, but also from the enthusiasms, example, expectations, individually challenging questions and comments, and experiences unintentionally or intentionally provided by the adults with whom the child is most emotionally, socially, and intellectually involved—her parents and other family members, her other major caregivers and teachers, and any additional significant others in her life. Intelligence develops faster and farther by being actively used. Children's mental development is greater if their minds are appropriately stimulated. As we proceed in the next few pages to think about how a pretty good math program—including all streams of mathematical learning *usually* included in good pre-k and kindergarten math programs—could evolve in your classroom, we can illustrate how "democratic character" and other desired characteristics could be promoted simultaneously.

Let's face it, you're not alone; *many* teachers don't like math. Many teachers don't like reading, either; they don't read in their spare time. Yet we would probably all agree that it's every early childhood educator's duty to try to instill love of stories and a variety of other "readinesses to read" in the young children we work with. Isn't the same true of math? It's not a matter of whether *we* think reading or math is important, it's a matter of giving each child a fair start in case *he* thinks so.

If encouraging each child to be successful in math is one of your goals, you will logically

- become alert to, and show a (genuine or simulated) lively and daily interest in the natural math that surrounds us as we go through the day with children (in other words, show some *enthusiasm*, and set an *example* of being interested in math concepts);
- expect that almost every child will become interested in mathematical thinking, and will be able to develop in that dimension as in others, although some children will take more delight in the subject than others;

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- become a "take-a-minute-for-math" teacher—every day add a few math moments where you see opportunities;
- provide a wealth of math-related and math-rich experiences for each child to encounter—books, brain teasers, discussions—that children find intriguing—that grab their minds—that cause them to think—that *motivate* them; and
- speculate in a light, playful way (not like an interrogator) when a math moment pops up:

"I wonder what would happen if . . . ."

"What if we . . . ."

"Is there another way to do that?"

"Does everybody agree that this is the best way to do it?"

Obviously, having parents or other beloveds who are mathematically inclined people and who saturate their child's life with fun math; and having teachers who find math fascinating, have been well educated in it, and know how to introduce young children to age-appropriate math concepts is what will best stimulate a young child's development and learning in this subject. Most children, however, don't have parents and/or teachers who are mad about math, and you've already said math doesn't turn you on—in fact, that you find it "boring to the max"—so let's start there, where you and many of the rest of us are.

Luckily, even teachers who are math mutilates can learn enough about math *and enough about young children*—if they observe and challenge each individual—to become more than satisfactory teachers of mathematics.

All of the general principles of excellence in teaching young children apply to teaching math, too. As a start, we need to apply each of them:

1. Get to know each child as an individual and develop an authentic personal friendship with each one, regardless of race, religion, unattractive appearance or personality, socioeconomic status, learning difficulties, etc.

2. Prepare a classroom bursting with (math) learning opportunities and a schedule permitting children to move freely and engage in whatever appeals to them with hour-long or two-hour blocks of time for self-propelled learning through play and projects.

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3. Act on the fact that a child learns best by coming upon a problem or realizing a need during meaningful, move-around activities—daily living, play, or interpersonal activities—and by receiving assistance from an adult—as little assistance as is needed to enable her to discover a solution or remedy for her problem.

4. Ensure that during most of the time your children are with you, they are moving and doing real things that engage their minds, not sitting and doing paperwork. This includes engaging in real math things, not marking worksheets.

5. Circulate, facilitating social relationships, literacy, **math,** science, social studies, and the arts as you move from activity area to activity area where books, toys, props, materials, supplies, equipment, and temptations designed to promote involvement in these "subjects" are invitingly displayed. Join the activity and converse with children.

6. Extend an activity to a new frontier for a child, whenever you sense that a teaching moment has evidenced itself.

7. Weave math and literacy skills and concepts into almost every area and activity in the room.

8. Schedule *yourself,* usually not children: Spend 10 minutes at the language arts learning center taking dictation, helping children spell words, playing a "reading readiness" game. Circulate. Spend the next 10 minutes in the math manipulatives area: "Who wants to play a game with me, I need three people so I can play this game?" This will be a small group, math learning experience. Circulate. Spend 10 minutes explaining a self-serve activity at the science table so children can do it on their own. And so on.

Do you have a print-rich classroom? In the same way, we can saturate our classrooms with math for children to encounter every time they turn around. Do you have a math-rich classroom?

Excellent education for three-, four-, five-, and six-year-olds involves very little if any *instruction*—seating the class, talking to the whole group, trying to get everyone to sit still and listen, telling (lecturing), and asking questions in order to hear the "right" answer. This type of teaching is *authoritarian*, not *democratic*. The teacher plans, thinks, and controls; the child is passive, a recipient, and obedient (or soon finds herself humiliated in the time-out chair where she misses the "lesson" altogether). Schools too often teach obedience and "right" answers. In doing so, they unwittingly prevent the development of thinking skills and self-discipline. When teachers control through the use of the time-out chair, gold stars, and other rewards and punishments, they are not using or modeling democratic practices. Nor are they using the most effective educational methods.

For John Dewey, the goal of education is to enable the individual to contribute to the well-being of the group and to receive, in return, its good will and its resources. To Dewey, the purpose of developing uniqueness (distinctive self, abilities, individuality) is to become fit to function in a specialized way that, while bringing out the best in the individual, is useful to the group. **For Dewey, self-actualization is a goal, and the reason for striving to reach this goal is to be able to provide an individually, personally suitable service to the "social whole" (group).** Self-esteem and self-discipline result from and are strengthened by this emphasis. For Jean Piaget, the aim of education is the child's moral, social, and intellectual autonomy. Constance Kamii, a leading proponent of Piagetian education, including *math* education, explains that math, "as well as every other subject, must be taught in the context of this broad objective." Kamii writes, "Some first graders honestly believe that 5 + 5 = 10, but others only recite these numbers because they are told to. Autonomy as the aim of education implies that children must not be made to say things they do not honestly believe" (Kamii, 1982, p. 21.)

Excellent education for three-, four-, five-, and six-year-olds originates, most of the time, from what a child is doing—the teacher helps the child build a brief or prolonged learning experience from that point of departure. The teacher provides the scaffolding so the child can construct new understandings (Vygotsky, 1986). Less frequently, but from time to time throughout the day, the teacher offers a *prepared* learning experience (often a *math* learning experience), but it's *invitational*—anyone who chooses to become involved does. The teacher works hard to lure children who seldom or never respond to her invitations, resorting at least once each week if all else fails, to: "Kim, Conway, Georgia, and Jack, it's your turn to play this game with me." After all, being wanted and sought after is good for children too! And the hope is that by doing a good enough job, the teachers can make math sufficiently interesting so that these children, like the others, will eagerly take up the teacher's invitation next time.

Preschool and Kindergarten Math Skills

In high-quality *progressive schools* since the 1920s—the *British Infant School* model popular in the United States in the 1960s and 70s—in what are currently called *constructivist programs*, and in the top of the crop of *NAEYC-accredited developmentally appropriate programs*, children learn motivation to master math, enjoyment of math—reasoning, relationships, and problem solving—math literacy, and computational competence through immersion in mathematical concepts emerging from and mixed into all aspects of everyday living, play, and projects, *so math is meaningful and useful to them*. Observant teachers introduce all concepts and skills found in math scope and sequence lists, but *as needed;* they do not unfurl a step-by-step math curriculum.

Math activities grounded in children's experience enhance interest in the solution, increase attention to the details of mathematical approaches, and lead to the generalization of concepts and procedures (Northeast Foundation for Children, 1991, p. 42).

A meticulously sequenced set of lessons is the opposite of an approach emphasizing responding to the child's immediate need. Stated one way or another, these are the topics included in most pre-k and kindergarten math programs. The goal is to create conceptual foundations, critical thinking skills, and math learning motivation for future success in math.

Reasoning and problem solving: Applying math skills to real-life situations.

One-to-one number correspondence: Knowing that one number (speaking of numbers from 1–20) means one object in real-life situations and in games.

Recognizing and writing numerals 0–20: Being able to read and write numerals (although some may be written backwards).

Communicating: Being able to share, take turns, discuss, and listen to possible solutions to problems, demonstrate thinking by summarizing it so others can understand it through drawing, making and reading graphs, or explaining it in words, and by recording math-related classroom happenings.

Sets, classifying, comparing, and matching: Being able to sort people, objects, events, and pictures into groups according to color, shape, size, sequence, and eventually number, and to compare the sets to determine more than, less than, and the same as (equivalency).

Whole number operations: Applying the simplest adding, subtracting and dividing skills in real-life situations; using real-life objects or math manipulatives to join or separate sets.

Spatial relations, shapes, and geometry: Knowledge of spatial relations and vocabulary to describe it, familiarity with two- and three-dimensional shapes.

Sequences: Ability to create and identify patterns, arrange objects by size, understand time sequences in daily life (schedules, basics about clocks, calendars, and seasons).

Measurement: Length, weight, area, quantity, capacity, and time estimation and verification.

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Excellent teaching can be thought of as a square. Think math in this case!

Procurement and management of appropriate materials; management of content offerings, inviting opportunities and choices *(think math)*.

Knowledge of the nature of children in this age range—their emotional, social, physical, and intellectual needs, and their interests *(think math)*.

Knowledge of the basic skills and concepts to be developed *(think math)*, of the process of spotting possible teaching moments *(think math)*, of how to converse with children, and of how to pose challenging questions *(think math)*.

Relationship with and knowledge of the individual child *(think math)*.

The emergence of concepts about counting, numbers, and groups of things (sets)

Although many parents, teachers, and other caregivers think that the most important and impressive way to begin a child's mathematics education is to teach her to count to 10, 20, or 50, that's actually putting the cart before the horse. The three most important things about counting cannot be understood without a great deal of practical experience, and a great deal of thought-provoking conversation *during* each experience *enhances* it.

For counting to mean anything, and for it to serve as a solid foundation from which to build understanding of addition and subtraction, a child must understand

1. one-to-one correspondence—if you count another number, you have to touch another object; you can't skip over any objects, and you can't say the same number name twice—each number name means another object;
2. the farther a number is from the beginning of the counting, the bigger it is (this is the number's quantitative significance); and
3. any number has a relationship to its neighbor numbers—the one just below it and the one just above it (this is its ordinal relationship).

In their haste to teach counting, many adults neglect to teach each number up to 10 in connection with actual objects or people, each number up to 10 in relation to one, and each number up to 10 in relation to the number amounts next to it. As all three of these concepts are very difficult for preschool and kindergarten children to grasp, those who want to help them mathematically must spend a great deal of time giving each child concrete opportunities and verbal prompts such as open-ended questions via which they can construct comprehension. Much of this can be accomplished as children

- play freely;
- go about the activities of daily life;
- engage in other curriculum components (music and movement, or story time, for example);
- become embroiled in a unit organized around any typical early childhood education theme (family, transportation, community); and
- play independently, with friends, or with a teacher at a richly stocked math center.

* * *

Five-year-old Juan is working an 80-piece puzzle. He loves puzzles and is very good at them. Fortunately for him, his teacher noticed that this individual child was bored by even the hardest 20- and 24-piece wooden puzzles in her classroom, and brought in a cardboard jigsaw puzzle for him from her home. Because he has become a bit frustrated, the teacher has stopped in her rounds of the room—observing, commenting, assisting the learning of individual children as she goes—and is helping him.

"I see that the boy in the puzzle has on a red shirt. Do you think that these other red pieces could be part of his shirt?"

"Yeah," Juan agrees.

Starting to push red pieces toward Juan, the teacher says, "Let's see how many more red pieces there are to try to fit in there where his shirt should be."

Juan counts quickly and carelessly, missing one. He says there are seven. Sometimes a child's finger flies faster than his words or his words hurry on ahead of his finger.

"Are you sure?" the teacher responds doubtfully. "Better check. You can touch each red piece as you count, or pick up each one as you count it and put all the red pieces near you."

Soon Juan discovers that there are eight.

* * *

Four-year-old Dwayne angrily tells Danielle that she did *not* take "the mostest" giant steps because "the mostest of 13 and 14 is 14." Danielle, whose parents have drilled her in rote counting and are very proud that she can count to 50, but who understands very little about math, insists that "13 is a big number." Sauntering casually to the scene, the teacher says,

"Let's try to find out which number is more giant steps than the other. How can we find out?"

The teacher tries to get Juan to come up with a proposal, but he doesn't, so the teacher says, "Together, each of you take *one* giant step, *another* giant step—that's *two* giant steps—now *another* step—that's *three* giant steps," (and so on to 13).

"Now you both took 13 giant steps, and Juan—only Juan—takes one more step, another step, 14 steps!"

"Who took the most steps? Which number is more, 13 or 14?"

It would have been quicker for the teacher to have stepped in and said, "14 is more than 13." However, this then would not have been a discovery math moment. It would have been better if Juan had thought of a way to solve this "math" problem, but he didn't.

* * *

Three-and-a-half-year-old Melanie is methodically moving her dolls to the left, saying, "one, two, three. . . ." Her

Young children love to think and figure things out—reason. They do it all day. Math is about thinking, figuring things out, and reasoning.

teacher, who has come by invitation "to eat ice cream," points to the second doll and says, "Is this doll more than one doll?"

Melanie says, "No, she's just one doll, but with that doll she's two."

The teacher says, "That's true. And are these two as many as all three?"

"No," says Melanie, "Three is the most of my dolls. Two is less than my most and this one is the less-est."

"That's right," the teacher says, "three is the biggest amount you have; two is less than three; and one is the smallest number, it's the least amount."

As these three examples show, conversation about concrete experience to encourage a child's thinking is an essential ingredient of educational excellence. The skilled teacher gently asks intelligent questions and encourages fruitful mistakes.

Reeling off one, two, three, etc., etc., etc. is hard for a young child because it's hard not to forget any of these numbers' *names*, and it's hard to remember to say them in a specific order. But, this type of rote memorization is easy compared to understanding all the strange things about counting. For example, after you've named each number in a group of eight, you have this odd situation: Eight is the name of the eighth object, but it's also the name of the whole group—it's a group of eight. Moreover, numbers have this bewildering habit of suddenly changing their names: The three-year-old child has just finished counting one, two, three, four grapes. She eats one. "*Now* how many do you have?" the teacher asks. "Two, three, four," the child answers, poking each grape, pleased as punch. To her, two, three, and four are the *names* of the grapes she hasn't yet popped into her mouth. Only through a great deal of doing and discussing things that involve touchable math experiences do young children begin to clarify these confusions in their minds.

Teaching one-to-one correspondence

Most three-year-old children understand singular and plural and groups of things (sets) better than they understand one-to-one correspondence and accurate counting. If we could, we should really further develop three-year-olds' understanding of sets *before* introducing them to counting (assigning number words to things); it's children's interest in comparing sets (more crackers than, less crackers than, the same amount of crackers as) that stimulates interest in learning to count elements to ascertain "the answer." However, in the real world, threes come to us with language, and this includes number words; also threes come to us having been "taught" to count (faultily and without much comprehension). Nonetheless, because the concept of a set is the basis of other mathematical concepts, the focus of our work with three-year-olds should be on developing

- the idea of and ability to create sets (of blocks, sand toys, balls, fish in the tank, pots of flowers on the window sill, nesting cups, rings for the spindle, and so on);
- the ability to compare whether sets have an equal or unequal number of elements; and
- the ability to group sets according to different attributes (shape, color, etc.).

Children come to us "counting." Though from a mathematician's perspective we should probably teach sets before one-to-one correspondence, *teachers* have to do the best they can with what comes to school. (Part 2 of this "set" of articles is about sets of things.) We can't ignore the facts that children count, that parents push counting. We *can* work with parents to help them understand how children *really* learn math, and we *can* help children understand the *meaning* behind counting. At a very early age, even as toddlers, children accompany many of the motor and play activities they engage in with counting. They initiate the counting as they play. They may count chaotically, or sequentially but skipping certain numbers. Many three-year-olds do this too, as do some fours and a few fives. They're emulating older children and adults, which is a good thing—it shows that they are motivated to communicate and to do as "those who know" do—but they aren't learning the meaning of number. We can help these children gradually understand what numbers mean by occasionally, smilingly entering the episode for a few seconds to make the counting concrete and correct. We touch one, two, three objects as the child chants the number names—the adult touches as many objects as the child is saying numbers. Perhaps the adult playfully repeats this lesson in one-to-one correspondence once or twice—and then retreats. A brief, playful intervention *occasionally* (no more than a few times a week per child) can be helpful; frequent interruptions and somber instruction are *not* helpful. Drilling on skills is neither thrilling nor effective.

Judy Burr

Learning one-to-one correspondence and counting through motor activity during indoor play, outdoor play, transitions and daily living activities, various curriculum components, theme-based units, and math-center activities

We can find many moments during a week—during indoor or outdoor play, during daily transition times when we're gathering to go somewhere, or during daily curricular activities such as music and movement time—to literally stamp or clap one-to-one correspondence into the child's mind through motor activity. Stamp your feet five times saying, "One, two, three, four, five!" or clap or wave while counting your claps or waves. The unconscious pedagogy beneath the common practice of playing rhythmic counting games with young children is correct—*they learn* (the meaning of counting like everything else) *through doing with their bodies*. Use only one, two, three, and four with your average three-year-olds; stay at 10 and lower with typical fours; and don't exceed 20 with five-and-a-halfs, unless you're working with a mathematically exceptional child.

Motor activity with counting during indoor play. Three children are playing frog family in the dramatic play area, which is an elaborated version of the housekeeping area that merges into the block area to minimize self-imposed gender stereotyping. Holding laminated frog pictures stapled to sticks as props, children hop, jump, give each other instructions about plot; they weave a dramatic story. "Here comes another frog," laughs the teacher, grabbing an extra frog prop for herself and jumping toward the children. "This frog jumps three jumps—jump, jump, jump!"

Knowing that a good game for imprinting one-to-one correspondence into a child's mind is to invite him to

The focus of this article is on one-to-one correspondence and counting. Include lots of muscle math in your daily program. What can children do with their bodies while counting?

play "Jump Jump," the teacher inserts a slight, brief tangent into the dramatic play. She asks one of the boys to "Jump four times and count each jump." If he jumps too few or too many times, which he may do, she asks him to try again. Then it's *his* turn to give the *teacher* directions; children become very involved when they (for once!) get a chance to "boss" adults. "*You* be the leader frog. How many times should I jump?" says the teacher. Whenever any variation of this "one-number-to-one-motion" activity can be done as an extension of something children are doing anyway, a natural mini-math lesson can happen. "Touch your knees three times"; "clap high over your head six times"; and so it goes. It's best to play this game with one child at a time, or with only a few children. If a large group plays, you can't ensure that the child is saying a number for every action and creating an action for every number, and this *is* after all, a laughing, bouncing math lesson. Because, in this case, the teacher inserted this activity into the children's dramatic play, she should bring the play back to where it was before she intervened.

If a child has trouble getting this game right, confine yourself to lower numbers. If children are very good at the game, or if your children are *primary* children, go to higher and higher numbers. This is a great game to introduce during transition times when everybody is waiting around.

What large-muscle activities occur or *could* occur in your classroom? Do you have a loft with a ladder? Each child can sometimes count each rung as her legs go up or down it. Do you have a gym mat? Each child can occasionally count somersaults or leg lifts. Do you have a balance beam? From time to time, each child can count his steps as he does his balancing act. Many developmentally appropriate preschools and kindergartens have created large-muscle activity areas in their classrooms. If you don't have one, you may want to establish one. Do you play *Duck, Duck, Goose* with your group? Make sure that each time the child says "duck," he *touches* a child on the head.

Motor activity with counting during outdoor play. Assess the equipment and activity in your play yard in terms of "muscle math." What do children do with their bodies that could be counted, and thus could become a spontaneous lesson in one-to-one correspondence? (One time down the slide equals "One!"; another time down the slide for the same child equals "Two!"; and on and on. One broad jump into the sandbox equals "One jumper!"; a broad jump into the sandbox for a playmate equals "Two jumpers!" etc.)

"Hey! Who can take seven steps on this low wall and then jump down?"

"How many times can you run from this side of the playground to that side, and back again?"

"You can skip? Super! Let's count your skips."

"Who wants to jump over this stick I'm holding? How many jumps will you jump?"

"Who wants to play trash can basketball? Each person gets to make four baskets and then it's the next child's turn."

"Here's a ball for each pair of children who wants to play. How many times can you roll it back and forth between you?"

"Look what *I* can do, can you do it too? I beat, beat, beat with my feet, feet, feet (three times, see?). I pound, pound, pound with my hands on the ground. Can you do that?"

Count by twos: Let each of four children choose a partner. Everyone says, "Two, four, six, eight! Who do we appreciate?" As each number is said, another pair of children runs from there to here. Then everyone chants each child's name as he or she jumps one jump, creating a popcorn popping effect.

The best early childhood teachers teach largely through playing purposefully with children.

Motor activity with counting during transition times and daily living. Several times a day, as children enter the classroom from home, outdoor playtime, or a field trip, they go to their lockers. What a perfect time for a few math minutes! As we supervise the area anyway, ensuring that coats are properly hung up and boots are neatly stowed, how easy it is to ask,

"Hua, how many lockers for coats and jackets do we *have*, can you count them for us?"

"Jackie, how many lockers *have* a jacket or coat in them? How many *don't*, can you check and find out?"

"Millie, how many boot cubbies do you see? Can you tell us if every locker has a boot cubby beneath it, or only *some?* How can you be sure?"

"Patsy, can you count all those boots? My, what a lot of boots!"

"Ginera, how many *pairs* of boots are here today? Does each boot have a partner?"

"Eduardo, how many small cubbies can you count above the large lockers—the cubbies for lunch boxes and stuff? Does every person's locker have a little cubby above it?" or

"Tony, how many lunch boxes are in their cubbies; how many lunch *bags* [or mittens, toys, etc.] are here?"

In doing something as simple as this, you've given seven children individual attention; an opportunity to succeed (even small successes boost self-esteem); a discovery learning lesson in one-to-one correspondence and counting in which children move, do, and thereby involve their *bodies* in learning; a discovery learning lesson in one aspect of subtraction (the missing addend—"How many *don't?*"); a discovery learning lesson about the meaning of pairs and counting by twos; a small group experience; an opportunity to share information and contribute to the group (which is a democratic practice); and a chance to develop self-discipline (putting away one's own things). Although here the *teacher* is generating the "math problems"—and ideally they arise from a task a *child* is initiating—there is still value in what she is doing, as long as the children are enjoying it, because she is exhibiting enthusiasm for math and is encouraging children to see mathematics all around in their everyday life.

In many classrooms, the next thing a child does after having been individu-

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ally welcomed at the door, and after having stored his coat and personal things in his cubby, is to go to the attendance chart, locate his name card from a box full of name cards, match it to his name on a chart-size class list, and pop it in the pocket opposite his name. Here's another possibility for a short but natural math lesson for six or seven children several times each week!

> "That's right, Marcus, that's where your name goes. Can you find out how many children are here already? Can you find out how many are *not* here yet?"

You're asking each child to problem solve as well as to count. The numbers of people who have arrived and therefore the number who "aren't here yet" keep changing, so each child gets a new math problem. Again, you are meeting many of your objectives, including math and character development objectives—that is, each individual is being expected to be aware of and to take responsibility for knowledge about the whole classroom community. Later, at group meeting and planning time, a child might be asked to go over to the chart and "find out for us how many children are in this class, how many are here today, and how many are absent?"

As children spontaneously branch off in different directions, they go to interest areas that interest *them* as individuals. (A learning area that does *not* interest an individual isn't an interest area to him, therefore is not very educational.) There, children encounter signs with the numeral, the number word, and a picture of the *number* of people which that specific learning center can accommodate. Perhaps five in the block area, four in the adjoining dramatic play area, four in the art area, two more at the double easel, four on the rug or at the table where language arts games are stored and used, four in the math games and manipulatives learning area, four in the book nook, etc. Each child is learning to use math as part of her life as she counts or guesstimates (estimating is another math skill we want to foster) the number of children already at play in the area—or in the crowd wanting to be there—or adds her name to the waiting list of people who want a turn in the area and counts how many names are before or after hers. We want children to learn to recognize numerals and number words, and to write them—but in meaningful contexts, not in workbooks. While using these classroom learning centers, the child is practicing self-management (self-discipline), she is participating in classroom management; and she is engaged in a move-around math minute.

The best early childhood teachers teach largely through playing purposefully with children.

After washing their hands, the children whose week it is to prepare snack have the fine motor skill one-to-one correspondence math task of counting out enough carrot and celery sticks, or rye and whole wheat crackers, so each child in the group will get one of each, or two of one. If the counters find that more of anything they're serving is needed, they have the additional math task of determining how many more and counting them out. The servers may pass the serving dishes, or may place them on a table from which classmates may help themselves during free-play time. Some programs seat and serve children several times a week and offer self-service on the other days. In either case, snackers should have a choice: Two carrots, two celery sticks, or one of each? "Plus" (we use the math term): Two rye crackers, two whole wheat crackers, or one of each? After all children have chosen their refreshments, we can pose questions to provoke mathematical thinking.

> "Let's have all children who chose *two* carrots put their arms high up in the air." (We count by twos and explain what we're doing.)
>
> "Now let's have all children who chose *one* carrot put their arms up high in the air." (We count by ones and explain what we're doing. And so on.)

Extend this learning of math through snack-related activities. For about $20, buy a white vinyl graphing mat with 4" x 10" squares. Draw or cut from magazines, and laminate, enough bananas, apples, oranges, carrots, etc. for each child to place one of these symbols of what he selected for his snack on the grid in the column labeled with a banana picture, or an apple picture, etc. You're encouraging children to classify, compare, and graph *as well as* count. You can encourage children to communicate many other types of interesting classroom community information by means of graphing—how many teeth each child has shed, starting with zero, and whatever else you want.

Encourage children, one child at a time, to count the things and the people in their daily lives on and off throughout each day, almost always touching each thing as its number name is said. Children can count and hand out boxes of markers and crayons, count and pass out napmats and blankets, count permission slips for field trips and figure out how many children still need to bring them in, and on and on. We must assume that our children are intelligent people and allow them to participate more actively in classroom management chores. Encouraging each child to make as much of a contribution to the group as possible is an essential characteristic of democratic teaching.

> "Everybody in our group has hair. In that way we are all alike. But does everybody have the same *color* hair?"
>
> "Right, they *don't*. Let's count how many have . . . ."

And of course teachers are always looking for ways to entice children to put away the toys after playtime! Sometimes you can use a one-to-one correspondence lesson as your motivator:

> "Who can put away four blocks?"
>
> "Who can put away six puzzle pieces in their puzzle?"
>
> "Who can put away five little cars?"
>
> "Who can put away three dress-up dresses?"
>
> "Who can put away seven stacking cups?"

Best of all, encourage the *child* to state the number of objects he's putting away. Be sure to verify all counting.

Motor activity with counting during various curriculum components. For example, the music and musical games component of a program for preschool and primary children frequently lends itself to "muscle math," "counting-while-doing" moments.

Using curriculum resource books you have or buy, you may want to make a collection of songs, action rhymes, chants, fingerplays, very simple games, and dramatizations in which children are supposed to move their bodies or body parts a certain number of times (not those in which they move a *nonspecific* number of times; use these, too, but not as one-to-one correspondence lessons).

Music with a distinct beat can be useful for teaching one-to-one correspondence—one clap to go with one beat, each beat gets a clap. Children's bodies were designed for more than to carry around their brains—teach math through movement! Choose some audio cassettes featuring a prominent beat for your collection.

Children are planting seeds. "How many seeds did I give *you*?" "Is that the same amount I gave Ezra? Count Ezra's seeds and find out." "Oh, it's a different number. Who has more?" "How

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Math is about the relationships between things and numbers.

many seeds should I give you so you have the same amount as Ez?"

Another good one-to-one correspondence lesson (and another good game) is, "How many [paintings hanging up, red chairs, jackets, gerbils, doll house people, etc.] do you see?" Players take turns asking a question, and answerers have to prove their answers by touching each object and carefully counting. You can add education about zero to this activity by asking the child how many real, live dinosaurs she sees, or how many green and pink monkeys she sees swinging in the trees.

"You're right! You see none! We call that zero. You see zero [green and pink monkeys]."

Block play and woodworking provide great "muscle math" and "counting-while-doing" experiences. (Part 3 of this set of four articles emphasizes both of these important curriculum components.)

Motor activity with counting during a theme-based unit. As you take a topic and consider how to include the development of skills and concepts from each curriculum area in your web (see, for example, Workman & Anziano, 1993), try to include muscle-using one-to-one correspondence math learning opportunities—and other aspects of math.

Since research on how young children *best* learn first began well over a century ago, it has been known that content should be embedded in, or introduced as an extension of, the normal multidimensional activities that children find so absolutely absorbing—playing pretend with mud, sand, water, sticks, stones, blocks, toys, dress-up clothes, art materials; using their bodies to run, jump, chase, race, climb, dance; engaging in the intricacies of friendship and group life—and a wide variety of projects that, with the help of sensitive and skilled teachers, all this spontaneous activity can lead to. For about a hundred years, projects have been part of the core curriculum in progressive schools (Dewey-influenced schools). Projects are part of the core curriculum of constructivist schools (Piaget-influenced schools). Projects are part of the core curriculum of open education schools (British Infant schools and schools influenced by them). The learning through a play-and-projects approach, in which "subjects" and skills are integrated into everything children do, including daily group life, is described in *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8* (Bredekamp, 1987). This approach is currently being promoted as "theme-based curriculum." Many excellent curriculum guides are being published to assist teachers in planning and teaching through themes.

One of the best of these is *Planning a Theme-Based Curriculum: Goals, Themes, Activities, and Planning Guides for 4s and 5s* (Berry & Mindes, 1993). Here is a complete curriculum planning model designed specifically for theme-based teaching with four- and five-year-olds. The authors outline the principles they used to design a curriculum now in use and show how they implemented it using the best practice in early childhood education. Six theme-based units are provided as starting points for teachers to use in planning their own curricula. For each unit there are objectives to select, model planning guides, suggestions for room arrangement, guidelines for considering student needs, and activities and extensions with examples and illustrations. This comprehensive guide includes everything you need as a new teacher, experienced teacher, teacher trainer, or child care professional. Each theme in this book includes math concepts and skills; *all concepts and skills included in a typical kindergarten math program are offered in one or another of the six themes.* Two other excellent books to consult when beginning to use themes and projects are *Engaging Children's Minds: The Project Approach* (Katz & Chard, 1989), and *Teaching Young Children Using Themes* (Kostelnik, 1991).

Motor activity (small-muscle) with counting during free-play time at the math center. For five-year-olds, board games with dice that are thrown to show how many spaces the player may move are good teaching tools *if* an adult plays with a child and helps him re-count spaces, as he moves his piece forward or backward if his counting is off. Backward is particularly difficult, but forward is hard, too, because children quickly forget which space they started on. (This, not dishonesty, accounts for many disputes among players.) Many of the board games commonly found in homes, stores, and early childhood classrooms, such as *Candy Land* and *Chutes and Ladders*, are excellent teachers of one-to-one correspondence—you have to do what the dice, spinner, and squares on the board dictate. A child isn't learning one-to-one correspondence—one number equals one space—if his moves are careless.

If left to their own devices at a math center abundantly stocked with the sorts of math manipulatives mentioned momentarily, with only occasional adult extension interventions, small clusters of children will get plenty of practice (and "peer tutoring"!) in counting plus other math ideas.

One of the most helpful and versatile math materials you can get is the classic **Unifix®**, sets range in size, therefore in price—from under $20 to nearly $60. The basic components of the Unifix program are interlocking cubes in 10 colors with which children count, match, make patterns, and create number relationships by putting cubes in recesses (there are 100) on the durable plastic grid that fits into a plastic tray. Through working with Unifix cubes, children realize that collections of separate units *are* single composite units.

Unifix comes with underlay pattern cards and a teacher's guide. But, if you believe that children learn less well when given an assignment, and learn much better when given

- materials to explore;
- self-selected friends to play with (cooperative learning);
- large amounts of time; and
- encouragement from an adult who observes what the child is doing, shows interest, and asks a curious question—posing a problem in a friendly "I wonder if" manner,

you will rarely ask children to copy a predetermined pattern, or in any way direct what children do with these math manipulatives. Adults, however, can get some fabulous ideas from these resource materials—especially people who don't feel comfortable teaching math—to introduce as they play with a few children.

Threes, fours, and fives will probably play with **a large bead abacus** with which older children can challenge each other: "How many is it if you have five beads here and you slide over three more?" The teacher, too, can play and can ask this type of question. Some abacuses come with an attached display board and removable number/symbol pieces so children can assemble number sentences to explain what they did with the beads (5 + 3 = 8). This more elaborate abacus costs about $25; the simpler style is $10. The teacher can play with children at their level of comprehension and readiness for the next challenge.

Among young children, $20 worth of **dominoes** (six sets of double-six dominoes in six colors) can lead to lots of number activities. Children match cor-responding amounts, count dots, notice that the dots are in *sets*, build with them, and so on.

A $10 **hundreds board** is a good investment. This is a small laminated board with one-inch squares. On one side, each number 1 to 100 is written in its square. On the reverse side, all squares are empty; you have a blank grid. Children use tiles to make different amounts—a mathematically adept five-year-old may fill in all blanks up to 100! (Never forget that some children *are* mathematically adept and advanced!) On the assumption that most people never leave what they first love, our goal should be to excite children about math, not to lull them into lethargy with work so easy and boring that it would make a mummy yawn.

Other learning aids you may want to consider for display on the low shelves or table in your math center are

- tactile or Masonite® number tiles: One side (or one end) shows a numeral, the other side (or the other end) has the equivalent number of large dots;
- sandpaper numerals; and
- magnetic numerals with a magnetic board.

Number recognition, while prematurely and inappropriately stressed by many adults, *is* one of many aspects of math we want fours and fives to learn, and being able to help themselves to these learning-through-play materials does facilitate learning. (The math manipulatives mentioned here are available from many early childhood materials distributors and catalogs.) You will want to buy many more math manipulatives for your math center; many more are suggested in Parts 2, 3, and 4 of this series.

Learning one-to-one correspondence, counting, and numeral and number word recognition through good books

If you don't already have a permanent collection of books featuring good math learning opportunities, you may want to start one—in addition to getting everything worthwhile from your library. You can read and discuss a math-related book at story time once a week. You can leave the book on your math center table for a week or two afterward, reading it again to children who request it. If you have time or a volunteer helper, you might want to make a bulletin board display of a particularly engaging page enlarged for the ever-changing bulletin board in the math center.

Some good counting books

Anno, M. (1982). *Anno's counting house*. New York: Philomel.

Bang, M. (1983). *Ten, nine, eight*. New York: Greenwillow.

Blumenthal, N. (1989). *Count-asaurus* [great pictures]. Illustrations by R.J. Kaufman. New York: Macmillan.

Calmenson, S. (1982). *One little monkey*. Illustrations by E. Appleby. New York: Parents Magazine Press.

Carle, E. (1969). *The very hungry caterpillar*. New York: Putnam.

Carter, D.A. (1988). *How many bugs in a box?* New York: Simon & Schuster.

Conran, S. (1988). *My first 1, 2, 3 book*. New York: Aladdin.

Crews, D. (1985). *The bicycle race*. New York: Greenwillow.

Crews, D. (1986). *Ten black dots*. New York: Greenwillow.

Dunn, P., & Lee, V.B. (1988). *How many?* New York: Random House.

Ernst, L.C. (1986). *Up to ten and down again*. New York: Lothrop, Lee & Shepard.

Feelings, M. (1971). *Moja means one: A Swahili counting book*. New York: Dial.

Hooper, M. (1985). *Seven eggs*. New York: Harper & Row.

Keats, E.J. (1971). *Over in the meadow* [also adding and subtracting]. New York: Four Winds.

MacMillan, B. (1986). *Counting wildflowers*. New York: Lothrop, Lee & Shepard.

Noll, S. (1984). *Off and counting*. New York: Greenwillow.

Schade, S. (1987). *The noisy counting book*. Illustrations by J. Buller. New York: Random House.

Scott, A. (1990). *One good horse: A cowpuncher's counting book*. New York: Greenwillow.

Sinik, J.T. (1986). *Fun with numbers*. Milwaukee: Penworthy.

Spier, P. (1980). *People*. Garden City, New York: Doubleday.

Tafuri, N. (1986). *Who's counting?* New York: Greenwillow.

Wood, A.J. (1987). *Animal counting*. Illustrations by H. Ward. Los Angeles: Price/Stern/Sloan.

Yeoman, J. (1974). *Sixes and sevens*. Illustrations by Q. Blake. New York: Macmillan.

Yolen, J. (1976). *An invitation to the butterfly ball*. Honesdale, PA: Caroline House.

Teaching a number's quantitative significance

Playing with Cuisenaire® rods—*and a helpful teacher*—is another good way for children to realize that the farther a number is from the beginning of the counting the bigger it is. The 5-cm rod is five times as long as the 1-cm rod; the 2-, 3-, and 4-cm rods are in between the 1-cm rod and the 5-cm rod. Children can see how far from—and how much bigger than—the 1 rod, the 5 rod is. (Cuisenaire rods should not be used to teach counting, though. Each rod is a separate object, so to a child it's *one*, it isn't *five* ones just because it's five times as long.)

"Counting on," one child at a time, as the group gathers near the door to go somewhere, is a good way to help children realize that the farther a number is from the beginning of the counting the bigger it is. Each child enjoys the individual attention, too. Each day a different child can have the honor of being "the counter."

Teaching a number's ordinal relationship

Research, as well as experience, reveals that young children lack understanding of numbers' *relationships* with one another:

> Children of the same age can turn out to be at different levels of knowledge. Those who do not know the relations between contiguous numbers cannot answer when asked what number comes before three or what comes after three. They simply start naming the numbers in order from one, two, etc. They are unable to solve a problem such as the following one right away: "I have six pieces of candy. If I am given one more piece, how many pieces of candy will I have?" They begin counting the imagined pieces of candy. It is even more complicated for these children to give the correct answer if the number of pieces of candy is being decreased by one. Thus they will count out six pieces of candy on their fingers, put down one finger, and count the rest again. This behavior is most typical of children of five or six. Other children, when responding to a question of what number comes "before" a specified one or "after" it, replace the terms *before* and *after* with the terms *in front of* and *behind* and name the next number, regarding it as the one standing in front. Many children who name the next number still cannot name the preceding one. For these children the natural number sequence seems as if it is moving forward (Leushina, 1991, p. 98).

A game that helps children realize that any number has a relationship to its neighbors is "Missing Neighbors." As always, play with a small group of children so each child gets a few turns and so you can be sure each mind is in gear. Put a pile of *three* like objects in a box near a child's left hand, a pile of *five* objects of the same type in a box near the child's right hand, an empty box in the middle, and lots of extra objects on the table. Ask "Who's missing? A number neighbor is missing. Can you find the neighbor and bring her home? Who is she?" The child examines the sets she has, realizes that a pile of *four* is the missing number ("The neighbor named four needs to come back to her place"), and creates a pile of four objects in the middle box. If the child needs help, say, "I'll give you a hint: The missing neighbor is bigger than *this* neighbor, but smaller than *that* neighbor. Now can you figure out what to do?" Often another *child* can offer the hint.

Children enjoy creating each number neighbor, knowing the missing number, and asking the child whose turn it is, "Who's the missing neighbor?" After the players become adept at this game, picture number cards can be used in place of objects.

• • •

Teachers who feature democracy in their classrooms pay astute attention to how children treat each others' responses and mistakes. These teachers take time to reinforce respect as a requirement for all classroom interactions, and they themselves always speak respectfully to children. Many teachers already teach math more or less this way. If all this appeals to you, you can start moving in this direction. You may want to read the books and articles listed below. You may even want to take math and math teaching courses!

Teachers who have struggled to break free of the strings that have kept their initiative and creativity tethered to chalkboards and workbooks by years of training in teaching trivia, find that they can create great curriculum, be more effective educators, and have much more fun!

For further reading

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Polly Greenberg *isn't mad about math, but finds it fascinating to challenge children's thinking as she plays and talks with them. She likes to challenge her own thinking by reading about how to teach "subjects" and then trying the ideas with children.*

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Calendar of Conferences

Entries for January's Calendar of Conferences must be submitted by October 15; for March's, by December 15; for May's, by February 15; for July's, by April 15; for September's, by June 15; and for November's, by August 15. Send announcements, including telephone number for the contact, to NAEYC, 1509 16th St., N.W., Washington, DC 20036–1426, or call 202–328–2615 or 1–800–424–2460.

United Methodist Association of Preschools *Showing the Way To Serve Children Through Quality Christian Early Childhood Programs*
Lakeland, FL May 14–16, 1993
Contact: Ann Williams, UMAP, P.O. Box 3767, Lakeland, FL 33802 (800) 282–8011.

Regis University *Third Annual Early Childhood Institute: REACH*
Denver, CO June 14–16, 1993
Contact: Judy Amidon, Regis University Summer School, 3333 Regis Blvd., Denver, CO 80221 (303) 458–4968.

Syracuse University *17th Annual Quality Infant/Toddler Caregiving (QIC) Workshop*
Syracuse, NY June 14–18, 1993
Contact: Alyce Thompson, Syracuse University, Quality Infant/Toddler Caregiving Workshop (QIC), 201 Slocum Hall, Syracuse, NY 13244–1250 (315) 443–2757. *(Correction from March 1993* Young Children)

Tufts University and **Harvard University Graduate School of Design** *Second Annual Child Care Design Institute*
Medford/Cambridge, MA June 20–25, 1993
Contact: Tufts University, Office of Professional and Continuing Studies, 112 Packard Ave., Medford, MA 02155 (617) 627–3562.

East Tennessee State University *Early Childhood Conference*
Johnson City, TN July 8–10, 1993
Contact: Susan Lachmann, East Tennessee State University, P.O. Box 70548, Johnson City, TN 37614 (615) 929–4196.

Yale University Bush Center in Child Development and Social Policy *Training Institute: School of the 21st Century*
New Haven, CT July 28–30, 1993
Contact: Karen Sampara, Yale Bush Center, 310 Prospect St., New Haven, CT 06511 (203) 432–9944.

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Ideas That Work With Young Children

How and Why To Teach All Aspects of Preschool and Kindergarten Math Naturally, Democratically, and Effectively (For Teachers Who Don't Believe in Academic Programs, Who Do Believe in Educational Excellence, and Who Find Math Boring to the Max)—Part 2

Polly Greenberg

Note: *This is Part 2 of a math series. Part 1 appeared in the May 1993 issue of* Young Children. *Part 2 focuses on sets—classifying, comparing, matching, adding, subtracting—especially as children encounter them in play settings. Part 3 is to be about learning spatial relations and geometry, especially through block building and woodworking. Part 4 will focus on sequences—patterns, arranging objects by size, and time—and measurement, particularly as children cook and play with water and sand.*

Children can understand addition and subtraction up to 10, which is expected in almost all first grades and a great many kindergartens, *only* if they understand the relationship between numbers—that any number plus one $(n + 1) =$ the next higher number, any number minus one $(n - 1) =$ the next lower number, and so forth. Children gain this understanding by playing and working with sets (of small blocks, of crayons, of anything) and getting lots of teacher-guided, as well as spontaneous, practice. Only by moving objects and discovering—both on their own (through living and playing in general and—specifically—from playing with math games and friends at our math learning center) and through appropriate questioning by a curious adult—do young children come to realize that $5 - 4$ leaves 1, therefore $4 + 1 = 5$ and $5 - 1 = 4$, and so forth. This is how children learn that two addends = the sum, and that if you know the sum and *one* of the addends, you can figure out what the other addend is.

In addition to encouraging children to combine sets and to separate out subsets as we play with individuals and small clusters of children in the math center, natural math opportunities through which we can help children learn the rudiments of adding and subtracting abound in every classroom, waiting for us to think of them.

- Addition: "Oh, my goodness! Jerika's mother brought 12 cupcakes and Timmy's mother sent in 6; *now* how many do we have?"
- Addition: "How many babies did our bunny have? And counting the mother, too, how many rabbits do we have in our cage?"

Teaching about sets

When children join and separate groups (sets) of objects—or groups (sets) of children—they're beginning to develop the thinking behind adding and subtracting. Adding is joining things together, usually *sets* of things. Most children younger than six or seven don't add by counting on, they count *all*—they start all over for each set or have to count all items in the first set even if they already know how many are in it, and then they continue counting all items in the second set until they reach the grand total. "Do you know how many are in this bunch? Five? OK, then what happens if you keep on counting, if you count *on*, each of the chips in the other bunch, six, seven . . . ?" Most children will find this bewildering but *can* start over, counting *all* from the beginning, and add that way.

As children learn about sets through years of experiences in handling manipulatives and discussing what they are doing and thinking with classmates and teachers, they become able to grasp at a glance that this set consists of five and the other contains three, which equal eight altogether.

Before they can count, not to mention add or subtract, 18-month-old toddlers know something about numbers; they can bring us "a" car or "lots of" cars. They prefer "lots of" whatever they're playing with. Anyone who has raised or worked with toddlers, twos, and threes knows that they are extremely attracted to, almost addicted to, pluralities—collections, groups, and sets of identical things—big beads, small blocks. They collect them, sort them, scatter them, re-collect them, spread them out, and examine them. Toddlers put their collections in baskets, boxes, strollers, wagons, and anything else that can contain them, and they carry, push, or pull them around. They remove and arrange and rearrange their sets of things.

Children are fascinated and reassured by plurality and repetition, including repetitious sounds, such as banging on a pot with a spoon, until adults have the screaming meamies, or hearing the same song or story over and over. They are equally intrigued and soothed by repetitious movements—sets of movements: for example, they like to open and shut a door or a drawer a dozen times. Children love sets of objects or actions. Our job as teachers of threes, fours, and fives is to keep up, deepen, and develop this interest.

In mathematics a set is defined as a collection of objects considered as a whole. Much as they are enamored of sets, very young children can't see the single whole unless the set consists of an extremely small number of things in a predictable place (two eyes, two ears, five fingers, five toes) or unless two or three objects are close together in a line. If the objects in a group (set) *aren't* arranged in a line, a two- or three-year-old will have great difficulty determining how many there are even if she counts: she can't judge by assessing, and she becomes confused when she tries to count unaligned objects. If we put two items in a line fairly far apart and three items bunched together, a two-year-old will probably be fooled—and so will a three-year-old. Because the bigger, bunched group takes up less space than the smaller, spread-out group, the two-year-old will probably guess wrong or be confused about which group has more in it.

If the objects in the "set" are not near each other, two- and three-year-olds don't recognize them as a set. If, for example, two paper napkins are on the table and a third has fluttered to the floor, the child will count—she won't be able to judge with a sweep of the eyes—and then will say (if asked how many napkins there are), "There will be three if I pick this one up and put it on the table." To a young child, a set of things is only a set if everything is close together.

If the amount isn't too large, adults can tell "how many" just by taking a quick look—we don't count. This is a time-saver, a considerable convenience. We can make these snap judgments because we've had so much experience with small sets of people and things. Three-, four-, five-, and six-year-olds need a lot of experience with small sets of people and things, too. **Keeping in mind the principle that a young child learns more if she constructs something than she does if she merely looks at something constructed by somebody else, we can see that a child will learn more about sets if we frequently ask her to *make* them, than if the *teacher* (or worksheet author) makes them and the child is only asked to compare them.** "Will you please get enough chairs for us to sit together and play this?" (There are four people—the child's task is to figure this out and to determine the size of the set of chairs.) Dividing many things up among the children at a table (paper of a particular color, crackers, miniature cars) can be viewed as division, which it is.

Some good books

About sorting, classifying, comparing—Sets

Anno, M. (1982). *Anno's counting house.* New York: Philomel.
Giganti, P., Jr. (1988). *How many snails? A counting book.* New York: Greenwillow.
Hoban, T. (1978). *Is it red? Is it yellow? Is it blue?* New York: Greenwillow.
Hoberman, M.A. (1978). *A house is a house for me.* New York: Viking-Penguin.
Lobel, A. (1970). *The lost button.* New York: Harper & Row.
Reid, M. (1990). *The button box.* New York: Dutton.
Roy, R. (1988). *Whose shoes are these?* New York: Clarion.

About adding

Adams, P. (1973). *There was an old lady who swallowed a fly.* Sudbury, MA: Playspaces International.
Brandenberg, F. (1983). *Aunt Nina and her nephews and nieces.* New York: Greenwillow.
Carle, E. (1972). *Rooster's off to see the world.* Natick, MA: Picture Book Studio.
Carle, E. (1984). *The very busy spider.* New York: Putnam.

About multiplication (adding groups)

Hamm, D.J. (1991). *How many feet in the bed?* New York: Simon & Schuster.
Irons, R., & Irons, C. (1987). *Shoes in twos.* Crystal Lake, IL: Rigby.
Magee, D. (1985). *Trucks you can count on.* New York: Dodd, Mead.
Mathews, L. (1978). *Bunches and bunches of bunnies.* New York: Dodd, Mead.

Three aspects of subtraction— Teach all three through everyday life

- Subtraction—the missing addend: "How many blankets do we have out? Four? How many do we need? Six? How many are we missing?" Two is the missing addend.
- Subtraction—comparison: "How many people are in this center? Seven? How many does the number sign say is the most that should be here? Five? Which is more, five or seven? How many too many are here? How many people need to write their names on the waiting list for the next turns when some guys leave?" We compare five with seven.
- Subtraction—take away: "We had three grapes. Now we have one. How many got eaten?"

Even losing things can be made into a thought-provoking subtraction lesson!

but it can also be thought of as making sets. "The passer" himself can be encouraged to determine how many each person should get. (There are four people; the passer's task is to figure out how to divide—how to make equal sets of—8 pieces of yellow construction paper, 12 crackers, 24 little cars, and so on). Along with math we're encouraging sharing, fairness, and contribution to the group's well-being.

Every week we can ask the individuals who don't understand much about sets yet to do easy set-making jobs. We ask the math whizzes in the group to do much tougher tasks. Whether the work was easy or hard, if it was a challenge to the individual child and he tried to do it well, he deserves a compliment: "Good job!" "Good thinking!" Each child gets a chance to grapple with set making and comparing in a real-life situation each week.

Touching and moving objects is as essential a part of a child's learning about sets as it is an essential part of her learning about counting:

> Perceptual analyzers play various roles at different stages in the perception of a set and its elements. The *kinesthetic analyzer* plays a leading role in developing the activity of counting itself, and the notions of plurality and set. Counting without motion is impossible. . . . The less developed counting is in children, the greater the role movement plays. (Leushina 1991, p. 85)

> All of this again confirms the conclusion that instruction for small children should begin not with counting using number-words but by having children actively create sets themselves and compare them by the techniques of superposition and association, so that the children gradually become familiar with equal and unequal aggregates. ("There are more mushrooms in the top strip, and there are fewer circles on the bottom one; there are more rabbits, and fewer carrots; there is an equal number of dolls and cups; there are just as many cups as dolls.") Linear arrangements promote the most distinct visual perception of a set as a whole and of its elements. (Leushina, 1991, p. 87)

Every week an adult can play games like these with a few children at a time at the math center. (The games can be made or purchased.) Within a week or two, each child has experienced this informal math "lesson." **It's easy to keep track of which children we've worked with if we check names on a class list headed "Sets, Week of———."** Individualizing is easy, too. Make the activity more complex for children whose set concepts are more advanced and simpler for those whose comprehension is minimal.

Play money (or real money), especially coins, is marvelous *sets*-learning material. Most children are motivated to manage money—very likely because it's so meaningful to their grownups! The shininess and feel of coins have great appeal. Every time money is being collected or would fit into what children are playing, we can get in a sets lesson—a money-math moment. Children can make sets by piling up all the pennies, all the nickels, all the dimes, and all the quarters. They can count how many coins they've put into each set long before they're able to count nickels by 5s, dimes by 10s, and so on. An adult can spread the *coins* of one kind—no more than 10—in various ways (linearly, strewn all around) and can then ask the child to estimate how many there are.

Young children judge how many there are by looking at the size and shape of the group, usually not by noticing the *number* of items in it.

They look at the boundaries—the borders—but not the exact number of objects within them; therefore, when Aikaterini, who is three, is playing with five stuffed pigs and is invited to feed the pigs, she feeds two—the nearest and farthest—and forgets the rest; yet when she is asked, "Have you fed them *all*?" answers, yes. (Aikaterini knows a set of three from a set of two, though—give her two candies and Ann Marie three, and you will see.) Once the three-year-old gets beyond looking only at the boundaries of the set, she will in all probability count the number of objects in it from the *left* boundary toward the center, with her *left* hand, and then will start at the *right* boundary and count toward the center with her *right* hand.

Two effective early childhood education math teachers talk with us

Teacher #1

"All through grade school and high school, whenever it was math class, my attitude was, 'Beam me up, Scotty, there's no intelligent life down here!' I never understood a single concept! As a student teacher, I decided to make math intelligible and meaningful to children so they wouldn't be crippled in that intellectual area."

Teacher #2

"I strongly disagree with the custom in undergraduate teacher education programs of requiring students to take college-level math. I hated every minute of it. I groped, croaked, and choked my D-minus way through it. My teachers were always looking at me in terminal exasperation. Being made to take college-level math massively influenced me against math.

"It wasn't until I'd been teaching young children for ten years that I began to get interested in math for my children. I went to a fabulous all-day workshop about hands-on math. Gradually, I started acquiring math manipulatives, math board games, math resource guides. . . . The more I used the stuff with kids, just mixed in with all the other activities they could choose, and realized how they loved the games, the more I studied the guidebooks and index cards and all the teaching ideas that come with the materials. I got really excited about all the ways I could get kids to *think*! (The ideas came from the teacher instructions that arrive when you buy the math manipulatives; it wasn't that I did any big research project.)

"It made me think: If only I'd had a course in my teacher education program where we became familiar with all these fabulous products, learned what to do with them, learned how to set up a dynamite-math learning center, learned how to work with individuals and small groups—well, I'd have been doing a good job with early childhood math education 10 years sooner!"

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Money

Discuss with clusters of children their perceptions about what money is *for*. Accept all responses. Establish the idea that buying something is trading—the store people let me have milk, I trade for it—I give them money. Continue developing this concept. It takes many children years to understand it. (3s, 4s, 5s)

Ask children to ask their parents what they use money for. What do they spend money for? Ask often: "Did anybody go to the supermarket? McDonald's? Did someone in your family pay money?" What do they get for the money? (3s, 4s, 5s)

With the group plan a project to buy a new game (for the math center?). Plan a fruit sale to earn money. Sell the fruit to another class, to parents, or others, reminding children that people who want fruit have to trade for it—give money. Count the coins after they've been collected. Go and buy or order the game; explain that you're giving the store people the money—it's a trade—we get the game, they get the money. (4s, 5s)

Read *Alexander, Who Used To Be Rich Last Sunday*, by J. Viorst, to the children. Before he knows it, this story's little boy has spent all his money! Discuss money that children may have or may have spent. (4s, 5s)

Put play, paper money and coins into many of your prop boxes. People need money to pay the mechanic, eat in a restaurant, shop for the family, and so on.

Be sure the children notice *you* using money—make a show of it, think out loud, always include a few helpers.

This is a cumbersome way of counting or determining the number of objects in a set. Many beginning readers read this way, too. **At this very early stage it may be helpful to young children in their math *and* their reading to regularly remind them to go from left to right.**

Many four-year-olds can place as many pennies (or other small objects) in a row in front of themselves as the teacher has put in front of herself (not all two- and three-year-olds can do this); but, when the teacher spreads hers apart, even if she does it right before the child's eyes, many children of this age believe that they now have fewer pennies than the teacher has.

"*Now* how many do I have, how many do you have, and do we still have the same number as each other?"

"No, you have more now," the typical child will say.

Ask him to count each row.

He will count each row accurately. "We each have five."

"So we have the same number as each other?"

The child will look at your long row and his short row and say, "No, you have more."

We can ask the child to "make a bridge between each penny in your row and each penny in my row"; we can then ask the child if there is the same number of pennies in each row. **If a child is on the brink of being able to understand** that you will have the same number in a set if you haven't added or taken away any, **she may learn through this and many similar challenges to her powers of observation and her thinking to test her prior assumptions carefully**—she thinks, maybe it's true that it isn't necessarily more just because it's spread out more. **But, if a child's mental maturation level is *not* as yet such that her mind is ready to question her "life-long" assumptions, she *won't* until weeks or months later.** Eventually she will be able to predict that if no objects were added or taken away, the set must contain the same number that it did a moment ago. Most five-year-olds understand this, and virtually all six-year-olds do. You are asking children to determine *equivalence*. One set (pile, bunch) is *more than* (greater than), *less than*, or *the same as* each of the other sets.

Teaching math during everyday occurrences

This math activity involving *comparisons* can be done with small sets of anything (paintbrushes, scissors, snacks). "How can you find out if these two sets have the same num-

Treat your group to special, funderful math "units" (theme math)

Charm your five-year-old children with six sessions of learning (by leaps and bounds, of course) from *Frog Math: Predict, Ponder, Play*, a highly recommended teacher's guide. Each session is fully planned and takes about an hour. (You could offer this project every day for six days, twice a week for three weeks, once a week for six weeks; or *divide the class in half* and offer the activities twice a week—once to each half of the class—for six weeks; or do whatever works. Complete instructions for making needed materials are included (volunteer helpers can make them, and they're reusable; save them so you can treat your *next* class to frog math, too). Many of the things we make (for instance, the flannel board, the place-value board, and the graphing grid) can be used for our *other* math activities, too.

In Session 1 children listen to a story called "The Lost Button" from Arnold Lobel's popular book *Frog and Toad Are Friends*. Cooperative, on-their-own play with various colorful buttons which differ from one another with regard to a number of attributes prepares the children during this first session for **sorting and classifying** buttons in Session 2. In Session 3 children create unique paper buttons and organize them on a class **graphing** grid. In Session 4 frogs hop back in a big way in a series of noncompetitive **estimation and counting** activities. In Sessions 5 and 6, children play two delightful frog games that develop **logical thinking skills** and introduce **probability and statistics.** All the activities are designed to be flexible so you can adapt them to the needs of your children.

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ber of . . .?" Encourage children to match the sets and make needed corrections. We can make it a point to give each child a comparison question each week. (Again, we can use a class list to record who, in the course of normal play, projects, and daily living activities, we have given a *comparing* challenge.) Obviously, if the question is too easy, it isn't a challenge; if it's way beyond the child's comprehension, it isn't a challenge either—it's a frustration. **To be a learning experience, the problem must be accurately matched to the child's level of understanding.** Young children classify according to a particular attribute—size, color, texture, shape, or use. As they develop, children begin to classify according to number—"there are six in each set." As we play classification games with small groups of children at the magnificent math center we've created, we can adjust what we suggest that each child do, to his level of thinking.

Children run into things that need to be sorted all day—the 50 miniature transportation vehicles need to be sorted and stored (planes here, trains there), blocks need to be

Questions teachers often ask

Q. Why not teach the whole group at once to save time?

A. A fundamental principle of **teaching is that we first have to engage the mind of the learner. As everyone who works with groups of young children knows, it's next to impossible to get the undivided attention of a large group—to ensure that each child is grappling intellectually with the problem; therefore, we can see that trying to present "a math lesson" to a large group is almost always (developmentally) inappropriate.**

Q. Is there any advantage to working with one small group at a time at the math learning center? Why not just with individuals as they play?

A. It's great to work one-on-one with each individual while she's playing and we can see how to introduce number thinking to what she's doing. It's especially important to work with the individuals who are *most* and *least* interested in math, as often as possible. It's also important to work with individuals and small groups at our attractive math centers; to help familiarize them with this comfortable, beautiful, richly-stocked spot in the room; and to observe the individual's understanding of a particular, major math concept or skill.

There are two advantages to working with small groups, not only with individuals: (1) We can work with more children more often, yet still carefully observe individual levels of comprehension and confusion; and (2) we can help children learn from each other—we help the group focus on a particular concept and let each child see how two, three, or four other children approach or solve the problem.

Q. How is it possible for one person to play math-related games with a child or a small group of children at the math learning center; also to be available to children at the writer's center, the science experiment, and so forth; and also to be supervising the whole group, resolving conflicts, and setting up snack?

A. Having only one adult in a preschool, Head Start, day care, or kindergarten class isn't recommended. Assuming there are *two* adults—co-teachers, teacher and aide, teacher and student teacher, teacher and parent volunteer—*one* is overseeing the group of busily playing/learning children and helping with social and other needs, and *the other* is spending 15 minutes at the math center, 15 minutes at the writer's center, 15 minutes at the science center, and so on. Perhaps the two adults take turns being the play supervisor/social facilitator/play enricher and the learning-center circulator. (At other times during the day or week, one or both adults will probably be involved in the project children are busy with.)

If children are allowed long blocks of free-choice time daily and there is a great deal to do in each area of the classroom, teachers have lots of time to work with individuals and small groups in each learning area.

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Do you have these very helpful resources?

Young children learn a lot by just being given interesting math manipulatives, friends to play with, and as much time as they want. Learning may be enhanced if a teacher saunters by, watches for a moment, and asks a question or poses a problem calculated to challenge one or all of the children who are enjoying the materials (Lego®, Unifix®, a set of classification objects, or whatever it is). **But where do we get appropriate ideas from which to create our challenges, especially if we have not had training in math for children of this age?**

Guides like the ones to the right contain loads of good ideas pertaining to the development of math pleas-ure, confidence, problem solving, reasoning, number sense, estimating, making sets, ability to perform number operations, "working backward," sorting, classifying, comparing—and also ideas for teaching about counting (Part 1, previously published, of this series of articles), spatial relations and geometry (Part 3 upcoming), recognizing and making patterns, measuring (Part 4 upcoming), and more. If a teacher can find 15 minutes a week (or weekend) to browse in one of these resources, he or she can come up with a few fresh activities for the following week.

—> Select something appropriate for *the age group* you work with.

—> Select (or modify) an activity for the comprehension level of *the individuals* you will work with.

If we include parents, student teachers, and volunteers in our math project, we multiply our ability to work with children more often.

Barrata-Lorton, M. (1976). *Mathematics their way.* Menlo Park, CA: Addison-Wesley.

Coombs, B., Harcort, L., Travis, J., & Wannamaker, N. (1987). *Explorations.* Menlo Park, CA: Addison-Wesley.

Harcourt, L. (1988). *Explorations for early childhood.* Reading, MA: Addison-Wesley.

Hendrickson, A.D. (1989). *Meaningful mathematics: Teacher's guide to lesson plans.* Washington, DC: National Science Foundation.

How high the sky? How far the moon? An education program for girls and women in math and science. Newton, MA: Women's Educational Equity Publishing Center, Education Development Center.

Macmillan early skills manipulatives. P.O. Box 938, Hicksville, NY 11802.

Math through children's literature: Activities that bring NCTM standards alive. Teacher Ideas Press, P.O. Box 3988, Englewood, CO 80155–3988.

National Council of Teachers of Mathematics. (1991). *Kindergarten book: Addenda series, grades K–6.* Reston, VA: Author.

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Stenmark, J.K., Thompson, V., & Cossey, R. (1986). *Family math.* Lawrence Hall of Science, University of California, Berkeley, CA 94720.

Wolfinger, D.M. (1989). Mathematics in the preschool-kindergarten. *Dimensions, 18*(1), 5–7.

Zaslavsky, C. (1986). *Preparing young children for math: A book of games.* New York: Schocken Books.

More delicious learning materials for the math center

Teachers of young children are notorious scroungers. However, for $80 or $90, you can save countless hours of scrounging time and buy for your math center a scrumptious set of sorting materials for children to classify and group into all sorts of sets.

- You can get, for around this price, more than 100 clean and varied shells from the beach; several hundred plastic creepy-crawler bugs and worms; several hundred well-polished, real stones and pebbles; several handsome bits of hardware to sort by size, metal, and so forth; hundreds of gorgeous beads in glorious hues; a few hundred tiny, shiny ceramic tiles in lots of shapes, colors, and patterns; and to cap it all off, an enormous assortment of buttons—500 at least.
- Jumbo attribute blocks that can be sorted by shape (the 60 blocks come in 5 geometric shapes), color (there are 3 colors), size (there are 2 sizes), or thickness (there are 2 thicknesses), and their box, which can be used as a shape sorter, can be had for $60.
- For about $30, you can get a great bucket of little fruits, vehicles, vegetables, and animals to separate and group into sets.
- For only $15, you can buy 20 papa bears, 20 mama bears, and 40 baby bears (three sizes, three weights, four colors).
- You can get sorting trays, bowls, baskets, and boxes.
- The dots on one side of dice form sets; toss two jumbo dice (around $6) and you get *two* sets of dots, which four- and five-year-olds may want to add.
- Children can *add* (connect) and subtract (in the "take away" sense) with very low-cost cubes (100 for about $12), pop beads, connecting people, and learning links—most of which have accompanying idea collections for teachers.
- Magnetic boards ($7 or less apiece) for individuals to use with sets of magnetic rabbits/stars/apples, coins, attribute blocks (all in the $10 range).
- A set of five spinners (see which of the numbered segments of the circle the spinner you flip lands on) for $5 provides fun for a long time.
- A set of five chalkboards and chalk for less than $15 will enable children to draw their own sets, tally information (𝍸), or record and communicate it in some other way.

You can find these materials in many early childhood catalogs.

Get ideas about possible learning tasks to ask a child to do from teacher guides that come with many of these materials, but add them informally only as they fit a particular child.

Be sure that there are pencils, crayons, markers, and assorted kinds of paper in your math learning center. Encourage free play there.

Gender equity in math

It's important for early childhood teachers to keep in mind that girls seem to start out on a par with boys in math ability, but somewhere during the school years girls lose confidence in their ability and tend to stay away from upper-level math classes. For this reason statistics tell us that far fewer women than men go into science and technology—math-related careers. Women are not as prepared in math as are men. Since the early 1980s, girls' loss of interest and relatively lower achievement in math later on in their school years has been carefully studied by many researchers. Although equitable mathematics education is important, math education in general and gender equity in math education in specific are areas often neglected in preservice and in-service early childhood teacher education programs.

If children develop negative attitudes toward a "subject" and lag in learning in that subject, it's extremely difficult to turn their lack of interest around in subsequent years.

What can we do with the very young children we work with to build each individual's interest in math and confidence in her ability? We can:

1. **Set a good example.** Let children see that we notice and use math in our daily life with them: We look at the clock and watch, measure things, use money, think about numbers of things, notice patterns, etc. We have fun with math! We can say that we've always enjoyed math (whether or not it's true—there are times when little, white lies are less destructive to others than the truth would be). As people say, attitude is contagious; is yours one you want children to catch?
2. **Structure math learning activities so that *each* child will be able to achieve success.**
3. **Give as many turns to girls as to boys—turns of equal length.** Use a class list, keep track. Practice is critically important in creating comfort and confidence.
4. **Compliment each child on his accomplishment** (*not* effort): "You figured that out very well." "You're learning! You remembered! With a little more practice you'll understand it." Keep track—give equal attention and encouragement to girls.
5. **Encourage cooperation** within the *mixed-sex* small groups we work with; encourage children to help each other, especially girls to help boys rather than vice versa.
6. **Avoid letting any child dominate the group.**
7. **Place books containing pictures of women mathematicians, scientists, and engineers in our math center, as well as pictures of men—** or pictures of women as well as men on the math center bulletin board. When the subject of the picture crops up, we can tell a little about the woman's career or contribution.
8. **Avoid using "he" more than "she" when talking about mathematicians and scientists.** It's as important to counter in *boys* society's stereotypes regarding math as a masculine, not feminine, subject, as it is to counter it in *girls*, when girls start avoiding math in high school, many of them say that it's in large part because of male peer pressure. Adolescents' need to establish their masculinity or femininity is strong. If, during the teen years, girls view math as for guys and perceive the world of mathematics as a male-dominated one in which they would be inferior or unwanted, they will veer toward non–math-oriented careers.
9. **Be sure to alert parents to stereotypes about "math as masculine"** and encourage them to make math seem as "OK" and as accessible for girls as for boys.

sorted by shape and size, and so on. **If we focus on it, we can find one or another category of things fairly frequently for each child to sort during typical, "nonmath" classroom activities.**

When you encourage children to bring from home collections of things that interest them, take time (especially outside) to assist children in assembling collections (of pine cones? sticks? bottle caps? what can they collect?), and encourage them to explain their collections to each other and let others examine their collections, you're "teaching" math (sets, classifying, matching, comparing), initiative, effort, and the important democratic practice of contributing constructively to the group.

When you create prop boxes to set out in your dramatic-play area, perhaps one a week on a rotating basis and, of course, upon request, or when the theme you and the group are working on over a period of months makes a particular prop box relevant, you're creating sets. Encourage children to play with "the hair-salon *set*," "the garage *set*," and to examine each prop to determine the attribute that it has in common with all (hairdressers use them; mechanics use them). Other prop themes might be a fire station, restaurant/fast-food store, office, jewelery, police station, "big-kid school," supermarket, bakery, post office, gas station/repair shop, a carpenter, plumber, and so on; doctor/nurse/hospital; or a gift-wrap assortment with tapes, ribbons, and gift tags. When children "make presents" for each other (maybe wrapping blocks?), they can compare patterns on the wrapping papers, count how many "presents" they're making each other, and make many other "math lessons" for themselves in addition to investigating sets and subsets ("How many rolls of tape do we have in the gift-wrap set?" "How many bows? Scissors?").

Although many teachers and teacher educators find it easiest to think of each area of development and learning discretely, in children's minds it doesn't work that way. Children learn as they live, work, play, and converse with peers. As they exchange ideas, they challenge each other every bit as much as many adults challenge them—*to think*, to

(Continued on p. 88)

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(Ideas, cont'd. from p. 18)

reconstruct their ideas because they have new information and viewpoints.

Play, with lots of thoughtful conversation, is what math for young children should be. As teachers help four- and five-year-olds draw, dictate, and write stories about math-related personal and classroom happenings, each child can be shown the conventions of writing - and - number sentences. Worksheets aren't needed. The focus should be on the mental action of adding and subtracting in actual classroom situations where adding and subtracting is *needed*.

Most of us should learn more about math education for children under six. But we shouldn't do nothing *now*! With this age group the most important thing teachers and parents can do regarding math teaching is to make a lot of happy tracks. We must keep in mind that lots of little people will be walking right behind.

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Leushina, A.M. (English translation 1991). *The development of elementary mathematical concepts in preschool children* (Vol. 4, *Soviet studies in mathematics education*). Reston, VA: National Council of Teachers of Mathematics.

National Council of Teachers of Mathematics (NCTM). (1989). Curriculum standards for grades K–4. In *Curriculum and evaluation standards for school mathematics* (pp. 15–64). Reston, VA: Author.

What directors and principals can do to boost natural math programs

1. Have a math workshop (on paid time, with refreshments) for your staff.

- Distribute and discuss the National Council of Teachers of Mathematics (NCTM) standards for math at the early childhood level (1989).
- Discuss **each** participant's feelings and past experiences regarding math, and reasons for helping children like math play.
- Distribute catalogs showing many appropriate math manipulatives.
- Ask staff to comb their classroom toy shelves, cupboards, and closets and collect the math learning materials and math-related children's books they already have so that the group can
  - —select and order additional materials, and
  - —design and set up spectacular math learning centers in each classroom.

2. Hold a second math workshop.

- Help teachers design the most alluring math learning centers they can imagine: Shelves to make a little nook? Paint them? *Buy* and paint them? Carpeting? Cushions? Where can these things be obtained? Who in the parent body or community could help? Can all this be color coordinated in an aesthetically pleasing way? What about a bulletin board where children's math drawings, stories, illustrations of sets, and so forth, and interesting math-related teaching aids could be attractively mounted (or better yet, beautifully *double* mounted) and displayed?
- Will it be necessary to raise funds to do all this? Staff can brainstorm ideas for a parent-involving effort to secure contributions from local businesses, foundations, religious organizations, service clubs, and citizens especially interested in math.
- Engage teachers' interest in heavily involving parents in your math education improvement project.

3. Order and distribute math-teaching resource materials at a third workshop. Encourage teachers' discussion of what to do and how to do it. If difficulties are mentioned, do some problem solving.

4. Involve parents! Many parents don't feel comfortable with math. Although they are their children's most influential role models and know a great deal of practical math and constantly use it in their daily lives, they don't call this use of math in children's everyday environment to the child's attention ("Do we have $1.25 for the toll? Enough money for Ellen's *Weekly Reader?*")—and maybe let her *help* with it. How math motivating this will be when we help parents do it!

- Have a parent meeting devoted to a presentation and parent-participation discussion of
  - —the NCTM's standards,
  - —your staff's new project of enriching and upgrading each math aspect of your program (explain each—math in the environment, free play at a "renovated," "richly stocked" math center, small group work with a teacher or other adult),
  - —your urgent need for parents to come in and make learning materials (you'll supply the instructions and whatever else is needed) and/or play with several children in the math center (you'll supply "what to play and say" ideas), and
  - —exactly what parents can do with their children at home with regard to natural math.
- Follow up with a vigorous, well-orchestrated outreach effort to recruit parents to help with this project in any way they wish. Start
  - —telephoning each parent to schedule the participation of as many as possible;
  - —planning a series of math workshops for parents conducted by teachers (each workshop to immediately follow a workshop you and the teachers had for yourselves—teachers will learn more by teaching it to others, and parents will be more supportive of your new math program if they understand it better);
  - —including parents in dreaming up, planning, and staffing math happenings for children (a real salad bar, a white-elephant sale, and so on);
  - —distributing a Math-of-the-Month newsletter or regularly appearing report in your existing newsletter; and
  - —involving parents in your math-manipulatives fund-raising drive (if fundraising is needed).

5. Keep up this exciting math improvement program all year until it becomes part of the natural weave of each teacher's week with children, parents, *and colleagues*. Continue working with individual teachers or the group as needed to create educational excellence.

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Selected ERIC Abstracts on this Topic

The following bibliographical entries are selected from the ERIC database. The articles themselves should be available at any education-related library, or through interlibrary loan. They can also be purchased directly from ERIC by calling the ERIC Document Reproduction Service at 1-800-443-ERIC.

Record 1 of 9 - ERIC 1982-1991

AN - ACCESSION NUMBER: ED305602
AU - PERSONAL AUTHOR: Strickland,-Dorothy-S., Ed.; Morrow,-Lesley-Mandel, Ed.
TI - TITLE: Emerging Literacy: Young Children Learn To Read and Write.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): International Reading Association, Newark, Del.
PY - PUBLICATION YEAR: 1989
AV - AVAILABILITY: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (No. 352, $10.00 member, $15.00 nonmember).
NT - DESCRIPTIVE NOTE: 173 p.; Photographs may not reproduce clearly.
PR - EDRS PRICE: EDRS Price - MF01/PC07 Plus Postage.
AB - ABSTRACT: Designed to be scholarly in content and grounded in research and at the same time be practical and usable for day care workers, classroom teachers, and curriculum specialists, this book discusses various aspects of the view that children's literacy development is a continuous process beginning in infancy with exposure to oral language, written language, books, and stories in the home. Articles in the book focus on theory and practice for children aged two through eight in classrooms ranging from day care facilities and other prekindergarten settings through second grade. Articles include: (1) "Emergent Literacy: New Perspectives" (William H. Teale and Elizabeth Sulzby); (2) "Oral Language and Literacy Development" (Susan Mandel Glazer); (3) "Family Storybook Reading: Implications for Children, Families, and Curriculum" (Dorothy S. Strickland and Denny Taylor); (4) "Literature for Young Children" (Bernice E. Cullinan); (5) "Reading to Kindergarten Children" (Jana M. Mason and others); (6) "Emergent Writing in the Classroom: Home and School Connections" (Elizabeth Sulzby and others); (7) "Is it Reasonable...? A Photo Essay" (Nancy Roser and others); (8) "The Place of Specific Skills in Preschool and Kindergarten" (Judith A. Schickedanz); (9) "Assessment of Young Children's Reading: Documentation as an Alternative to Testing" (Edward Chittenden and Rosalea Courtney); (10) "Designing the Classroom to Promote Literacy Development" (Lesley Mandel Morrow); (11) "A Model for Change: Framework for an Emergent Literacy Curriculum" (Dorothy S. Strickland); and (12) "Fostering Needed Change in Early Literacy Programs" (Jerome C. Harste and Virginia A. Woodward). An appendix contains a statement of concerns about present practices in prefirst grade reading instruction and recommendations for improvement. (RS)

Record 2 of 9 - ERIC 1982-1991

AN - ACCESSION NUMBER: ED283587
AU - PERSONAL AUTHOR: Bredekamp,-Sue, Ed.
TI - TITLE: Developmentally Appropriate Practice.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): National Association for the Education of Young Children, Washington, D.C.
PY - PUBLICATION YEAR: 1986
AV - AVAILABILITY: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC Publication #224, $3.00. No shipping charge on pre-paid orders).
NT - DESCRIPTIVE NOTE: 62 p.
PR - EDRS PRICE: Document Not Available from EDRS.
AB - ABSTRACT: A tool for early childhood professionals, this book describes developmentally appropriate practices for adults providing services to young children. Part 1 gives the position statement of the National Association for the Education of Young Children (NAEYC) on developmentally appropriate practice in early childhood programs serving children from birth through 8 years of age. Included is a statement of policies essential for achieving developmentally appropriate early childhood programs. Part 2 describes the vital development that takes place during the first 3 years of life and gives examples of appropriate care of infants and toddlers. This part also includes a chart of developmental milestones of children from birth to age 3 and a list of sources for more information about programs for infants and toddlers. Part 3 is designed for practitioners who care for infants or toddlers in group settings, describing appropriate and inappropriate practices. Part 4

provides NAEYC's position statement on developmentally appropriate practice in programs for 4- and 5-year-olds. (RH)

Record 3 of 9 - ERIC 1982-1991

AN - ACCESSION NUMBER: ED266878
AU - PERSONAL AUTHOR: Schickedanz,-Judith-A.
TI - TITLE: More than ABCs: The Early Stages of Reading and Writing.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): National Association for the Education of Young Children, Washington, D.C.
PY - PUBLICATION YEAR: 1986
AV - AVAILABILITY: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC #204, $6.00).
NT - DESCRIPTIVE NOTE: 147 p.
PR - EDRS PRICE: Document Not Available from EDRS.
AB - ABSTRACT: Based on the premise that reading and writing, like other aspects of development, have histories that reach back into infancy, this book for teachers and parents introduces a comprehensive understanding of literacy development for infants through preschool age children. A practical approach, it emphasizes age-appropriate methods, books, and materials for encouraging beginning reading and writing. Chapter 1 covers young children's written language, particularly the connection between oral and written language and the recognition of literacy behavior in its early nonconventional stages. Chapter 2, entitled "Begin with Books," concentrates on babies' and toddlers' interactions with books at various stages of their development. Chapter 3, "Preschoolers and Storybooks," discusses the story-reading behavior typical of the preschool period, those story-reading experiences considered to contribute to literacy development, and ways to facilitate this development. Chapter 4, "Young Children and Writing," examines young children's understandings of writing development and ways to support beginning efforts. Chapter 5, "Organizing the Environment to Support Literacy Development," identifies literacy materials and play activities that can be developed in the classroom. Appendix 1 offers advice to parents, and Appendix 2 contains a pre-first grade reading program. Extensive bibliographies for age-appropriate children's books are listed throughout the book. (DST)

Record 4 of 9 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED383406
TI - TITLE: The Annual High/Scope Registry Conference Proceedings (8th, Ypsilanti, Michigan, May 4-7, 1994).
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): High/Scope Educational Research Foundation, Ypsilanti, Mich.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 259 p.
PR - EDRS PRICE: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB - ABSTRACT: These conference proceedings provide summaries of 84 presentations on various aspects of the High/Scope active learning approach for high-risk students, as well as related topics. Topics addressed include active learning, music education, language role, portfolio assessment, teacher training, special needs students, High/Scope in Portugal, proposal writing, adolescent programs, training family child care providers, family literacy, character education, cross cultural studies, teacher evaluation, group instruction, multi-age settings, implementing High/Scope programs, conflict resolution, multicultural education, computer uses in education, adult-child interaction, child observation records, holiday celebrations and the dilemma of inclusion, classroom communities, parent-school relations, child individualized education plans, gifted and talented children, the politics of early childhood programs, literacy-based activities, anecdotal record-keeping, early childhood programs in Romania, active learning across generations, and outcomes-based education. (MDM)

Record 5 of 9 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED382390
AU - PERSONAL AUTHOR: Allen-Lesibu,-Sandra
TI - TITLE: New York State PreKindergarten Programs in New York City: Strategies for Creating Multicultural Early Childhood Programs. A Collaborative Approach.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 20 p.; Paper presented at the National Head Start Association Training Conference

(21st, Louisville, KY, April 15, 1994).
PR - EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.
AB - ABSTRACT: This report begins by discussing the role of the New York Education Department; community education agencies; school boards, administrators, teachers, and their associations; community-based organizations; and the role of other state and local agencies in creating collaborative approaches to early childhood programming. Several collaborative early childhood programs are described to make up the bulk of the report, including: the Adolescent Child Care Program (funded by the Child Care and Development Block Grant); Early Childhood Direction centers (statewide referral and information networks for parents and professionals who suspect a child under five years of age to have a disability or be at risk of developing a disability); the New York State Prekindergarten Program; Community Schools Programs; Even Start Family Literacy program; Education of Homeless Children and Youth Program; programs for students with disabilities, including the SuperStart Prekindergarten Program, the SuperStart Plus program, and Kindergarten Plus, Grade One Plus, and Grade Two Plus programs; and the Summer Primary/Promoting Success program. A list of 12 areas in early childhood programming for which multicultural strategies can be developed and a discussion of conclusions end the report. (DR)

Record 6 of 9 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED382333
AU - PERSONAL AUTHOR: Connors,-Lori-J.
TI - TITLE: Small Wins: The Promises and Challenges of Family Literacy. Center on Families, Communities, Schools and Children's Learning. Report No. 22.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Center on Families, Communities, Schools, and Children's Learning.; Johns Hopkins Univ., Baltimore, Md.
PY - PUBLICATION YEAR: 1994
AV - AVAILABILITY: Dissemination Office, Center on Families, Communities, Schools and Children's Learning, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218.
NT - DESCRIPTIVE NOTE: 46 p.
PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
AB - ABSTRACT: This report examines the effectiveness of elementary school-based family literacy programs and describes the first year evaluation of a middle-school-based family literacy program in Baltimore, Maryland. In section one it reviews the literature on adult education and early childhood intervention and proposes a hypothesis of the broad pathways by which family literacy programs might impact adults and children. Four family literacy programs are used to illustrate the gains achieved by such programs. In section two, the report describes the evaluation of a middle-school-based family literacy program and identifies the challenges of implementing a family literacy program at this level of schooling. Based on classroom observations, interviews, and individual outcome measures, the evaluation revealed small but encouraging accomplishments. It found that adult participants had positive attitudes toward education, often did their own homework together with their children, and improved the use of literacy skills in their daily lives. In section three, the report discusses the need to clarify program labels and goals, develop successful collaborations, improved measures of adult literacy, the impact of evaluation on program staff, and the efficacy of middle schools as sites for family literacy programs. (Contains 47 references.) (MDM)

Record 7 of 9 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED373186
AU - PERSONAL AUTHOR: Dickson,-Connie, Comp.; And-Others
TI - TITLE: Learning with East Aurora Families (LEAF). A National Institute for Literacy Demonstration Project Family Literacy Curriculum. November 1993 to October 1994.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Waubonsee Community Coll., Sugar Grove, Ill.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 141 p.; For the project evaluation, see CE 067 010.
PR - EDRS PRICE: EDRS Price - MF01/PC06 Plus Postage.
AB - ABSTRACT: This publication incorporates information for developing the Learning with East Aurora Families (LEAF) family literacy program model as well as specific activity ideas for program components. It is divided into eight parts which include: (1) staff job descriptions; (2) early childhood curriculum; (3) adult basic education curriculum; (4) English as a Second Language curriculum; (5) parent and child time together; (6) parenting workshops; (7) home visits; and (8) field trips. Staff job descriptions detail basic responsibilities and authorities,

entry level requirements, and hours per week. The early childhood curriculum consists of a class schedule, elements of the class, and outlines for 13 units: Thanksgiving, Christmas holiday, occupations, health, Valentine's Day, families, communities, planet earth, Easter, plants, Mother's Day, summer fun, and being patriotic. Each outline consists of purpose of unit, overview, and art projects with materials needed and directions. The adult basic education section describes the general curriculum, customization of the curriculum, and specialized curriculum and lists materials. The section on English as a Second Language describes basic materials, general classroom procedures, use of volunteers, and other elements. The parent and child time together curriculum contains handouts in English and Spanish for parents for the activities that detail learning concepts, materials needed, and description of activity. The parenting workshops section provides an overview of workshop topics. The home visits section describes four visits: skills for children, skills for parents, what teachers do, what children do, what parents do, and what parent and children do together. The final section describes eight field trips in terms of destination, contact person, purpose of activity, description, and staff requirements. (YLB)

Record 8 of 9 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED369946
AU - PERSONAL AUTHOR: Gadsden,-Vivian-L.; And-Others
TI - TITLE: Children, Parents, and Families: An Annotated Bibliography on Literacy Development in and out of Program Settings.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): National Center on Adult Literacy, Philadelphia, PA.
PY - PUBLICATION YEAR: 1994
AV - AVAILABILITY: National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111 ($11, check or money order payable to "Kinko's Copy Center").
NT - DESCRIPTIVE NOTE: 90 p.
PR - EDRS PRICE: EDRS Price - MF01/PC04 Plus Postage.
AB - ABSTRACT: This annotated bibliography describes studies and reports on issues related to family literacy in multiple contexts. With the exception of five entries, it is limited to programs and studies in the United States. Materials include conceptual discussions, bibliographies, and studies that use experimental, ethnographic, and program evaluative designs. The bibliography is divided into seven parts. Parent-Child Relationships and Reading includes a small group of studies from early child development and early childhood education on issues such as the nature of parent-child interactions, problem solving, impact of maternal teaching strategies, and parenting and child development. Parent-Child Reading/Emergent Literacy presents several studies about parents' literacy, storybook reading, curricular approaches to emergent literacy, and parent-child interaction around reading. Parent and Family Beliefs and Socialization focuses on the role of parents' beliefs about school performance and literacy and implications for literacy socialization. Family and Intergenerational Literacy presents effective approaches. Parent Involvement/Family-School Connections focuses on effects of parent involvement in relation to general school performance and reading. Family and Parent Education describes programs designed to support the social development of families. Culture/Context, presents a collection of cross-cultural studies. Each entry consists of author, title, date of publication, title, source, and pagination. (Contains 72 references.) (YLB)

Record 9 of 9 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED350584
AU - PERSONAL AUTHOR: Morrow,-Lesley-Mandel, Comp.; And-Others
TI - TITLE: Resources in Early Literacy Development. An Annotated Bibliography.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): International Reading Association, Newark, Del.
PY - PUBLICATION YEAR: 1992
AV - AVAILABILITY: International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 342; $3 members, $4.50 nonmembers).
NT - DESCRIPTIVE NOTE: 58 p.; Project of the Reading/Language in Early Childhood Committee, 1990.
PR - EDRS PRICE: EDRS Price - MF01/PC03 Plus Postage.
AB - ABSTRACT: Intended to disseminate new information about early literacy development to teachers of young children, this 125-item annotated bibliography includes listings of books, book chapters, pamphlets, journal articles, and videocassettes that can help enhance teachers' knowledge base about theory and strategies in early literacy development. The material in the bibliography was published between 1973 and 1993. An introduction describes the areas of early literacy development under which the resources in the bibliography are

categorized. The bibliography is divided into the following sections: (1) General Issues; (2) The Home Environment; (3) Oral Language; (4) Writing and Drawing; (5) Children's Literature; (6) Developing Comprehension; (7) Learning about Print; (8) Play; (9) Television; (10) Computers; and (11) Assessment. (RS)

EXAMPLE PRACTICE EXERCISE FOR MODULE 5

MODULE 5 — CURRICULUM MATERIALS FOR CHILDREN

Outline the design of curriculum materials for teaching the children's literacy topic "Counting to 10" described below. These materials should be for a total of one hour of class activity. Describe the materials and outline how you would use them. (It may help to imagine that you are providing these materials for another teacher to use.)

> **Counting to 10**
> Young children often learn their numbers in a random fashion and recite them out of sequence and with numbers missing. Develop some materials for a group of 10-15 children to practice using the numbers 1-10 in a complete ordered sequence.

Example practice exercise

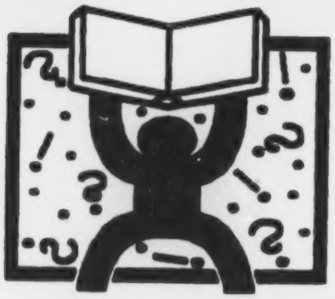
Materials:

- Sets of ten large cards each with one of the numbers 1-10 written on it.
- Pencils and crayons.
- Several class sets of simple join-the-dots pictures, using the numbers 1-10.
- Several class sets of pictures including particular numbers of objects (e.g., 5 apples, 8 cats, 3 balls).
- Several class sets of pictures with spaces to allow drawing in particular numbers of objects (e.g., 3 apples, 5 cats, 8 balls).
- A large number of colored counters, beans, etc.
- Several counting picture books.

Classroom use:

- Start with 1-10 number cards—class practice of counting aloud to 10 as teacher shows cards, then 10 children with a card each line up in order and they (and rest of class) count aloud; then all children sit in a circle with numbers scattered among group and all count to 10 pointing at each card in its correct turn.
- Join-the-dots pictures—children individually or in pairs complete pictures by counting to 10, and then color them in.
- Pictures of objects—class counts objects aloud as teacher holds pictures up and points at objects; then individual children each count a set of objects as class watches and checks counting.
- Pictures with spaces—children individually draw in and color objects as announced by teacher, and compare and tell stories about objects in pairs.
- Colored counters, beans, etc—in groups of 2 or 3, children count out particular numbers of objects (making several piles of 3 or 5, etc)
- Counting picture books—children individually look through books, possibly counting aloud as they look at the pictures.

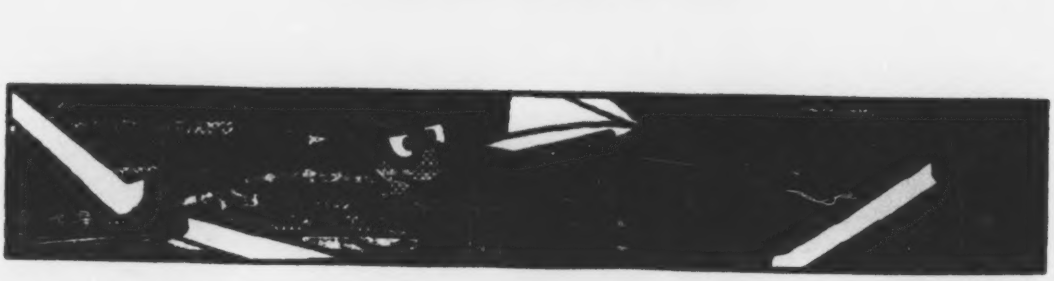
I Can Read



Activities for Parents and Children

Parent Handbook

UAW/GM Skills
Center - Marion
Fall 1994



Learning
Skills
Center
EXCELLENCE THROUGH EDUCATION

Dear Parent,

We are very pleased that you are interested in giving your child the skills necessary for him/her to become a successful reader who also likes reading.

We hope that you and your child will enjoy participating in our I Can Read program, and by sharing the ideas in our handbooks. These activities are to be accomplished together, and include pre-reading activites, formal reading activities and conversation stimulation activities, as well as early reading/writing fun.

It is never too early to begin reading with and to your child. Reading should be a "family" affair, and be sure to include other family members in your activites. Dad, Grandma and Grandpa, Aunts, Uncles, Cousins and Friends may enjoy learning to "learn" with you and your child. Your caregiver may also appreciate your sharing some of these ideas.

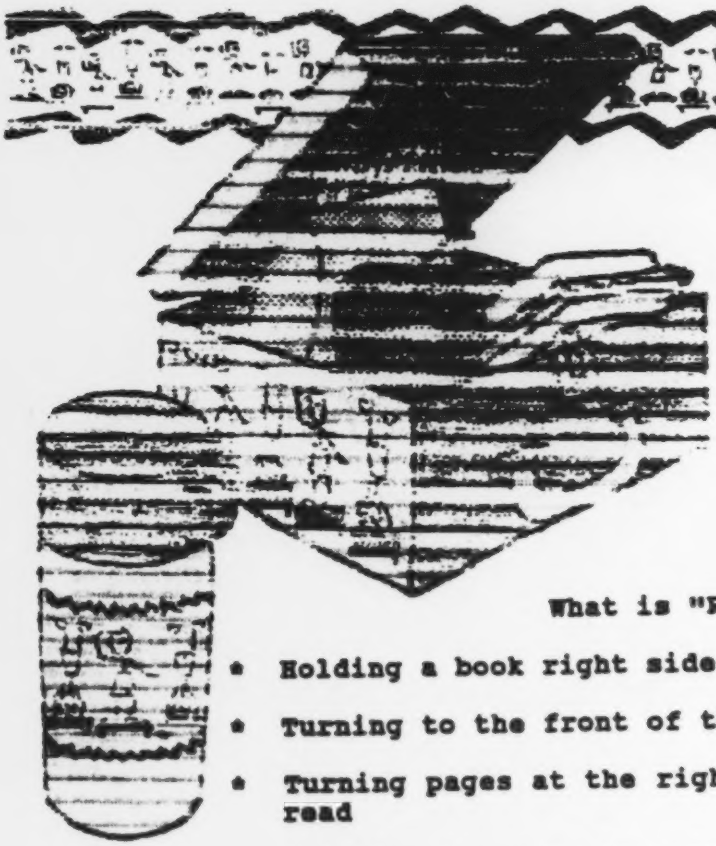
Please feel free to call the UAW/GM Learning Skills Center if you have questions, or to express activities on which you would like information.

Welcome to I Can Read!

Sincerely,

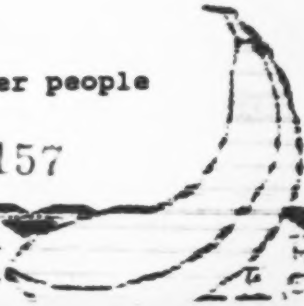
Mary Ann Irwin, Coordinator
UAW/GM Learning Skills Center
Marion Plant
2400 W. Second St.
P.O. Box 778
Marion, IN. 46952
317-668-2068

Mary Ann Irwin
CLCD Marion
668-2068



What is "Reading"?

- Holding a book right side up
- Turning to the front of the book to begin
- Turning pages at the right time when the story is being read
- Pointing to works instead of pictures when reading
- Picking out a favorite book from a shelf of books
- Reading is fun!
- Reading opens doors
- Reading aloud builds the desire to read
- Gives educational advantages
- Becomes a part of family heritage
- Reading together establishes bonds of love
- Reading stirs the imagination
- Develops vocabulary
- Develops understanding of other people
- Begins a lifelong habit



Did You Know.....

Kids who are read to do better in school.

Reading aloud to a child raises her/his self-esteem and reading ability.

Becoming a better reader helps a child do better in social studies and math.

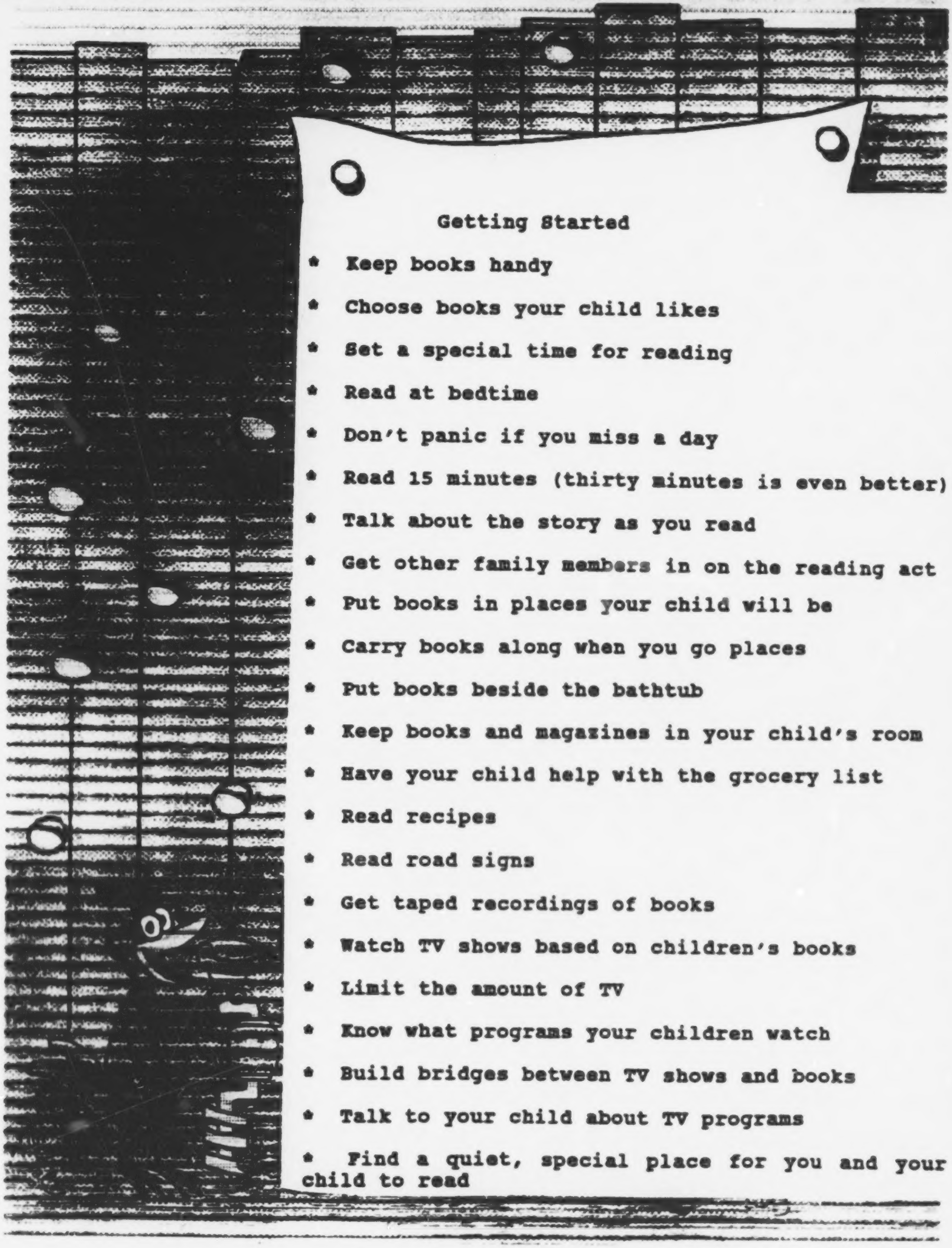
Keeping a diary helps a child become a better writer and reader.

Reading the print on cereal boxes is good practice for a child.

Allowing your child to read in bed is a good habit to start.

Children will read on their own a book that has been read to them.

from: Read to Me: Raising kids who love to Read
by: Bernice Cullinan



Getting Started

- Keep books handy
- Choose books your child likes
- Set a special time for reading
- Read at bedtime
- Don't panic if you miss a day
- Read 15 minutes (thirty minutes is even better)
- Talk about the story as you read
- Get other family members in on the reading act
- Put books in places your child will be
- Carry books along when you go places
- Put books beside the bathtub
- Keep books and magazines in your child's room
- Have your child help with the grocery list
- Read recipes
- Read road signs
- Get taped recordings of books
- Watch TV shows based on children's books
- Limit the amount of TV
- Know what programs your children watch
- Build bridges between TV shows and books
- Talk to your child about TV programs
- Find a quiet, special place for you and your child to read

Infants

- Like action nursery rhymes
- Fall asleep to nursery songs and lullabies
- Listen to Mother Goose verses as you rock
- Imitate actions of children in books
- Participate in sounds of animals in books
- Relate books to real life
- Like to see babies in books
- Pick favorite books from shelf
- Need rhythm, repetition and rhyme

Toddlers

- Like to read the same books over and over
- Look at board books
- Pick out their favorite book from a shelf
- Repeat Mother Goose verses by heart
- Explore the world by tasting, climbing, touching it
- Like short rhyming stories
- Like large, clear, realistic pictures
- Like to name objects in books and magazines
- Like bathtub books and toy books

Preschoolers

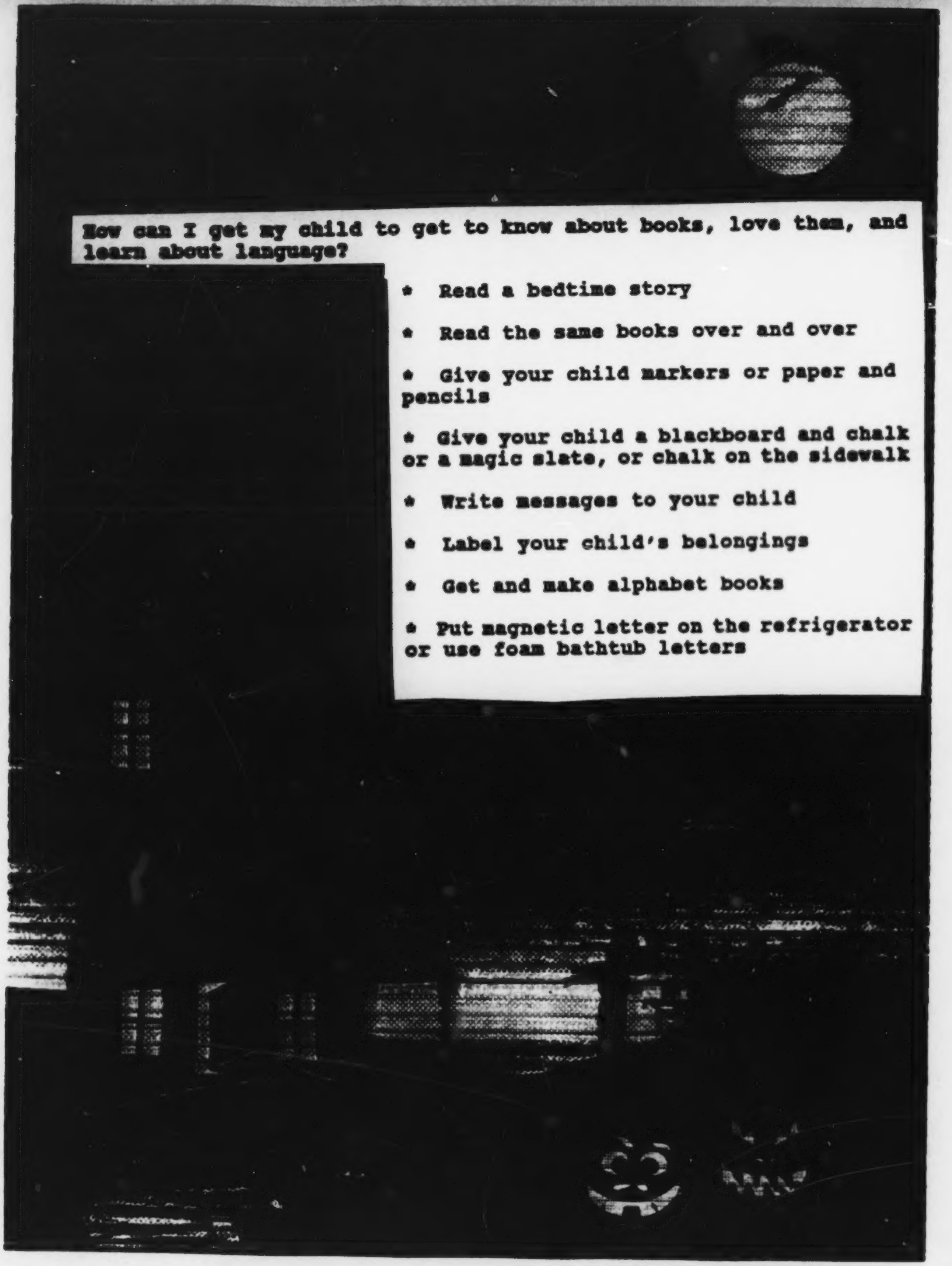
- * Use words to express themselves
- * Struggle for independence
- * Play with language, sing-song and nonsense sounds
- * Enjoy Sesame Street and Big Bird
- * Are fascinated by other children
- * Don't like to share
- * May create an imaginary friend
- * Are fearful of the dark and strangers
- * Like simple folktales but not fairytales

Five and Six Year Olds

- Like stories wtih animals that talk
- Like simple folktales and some fairy tales
- Like a prince and a princess
- Believe in magic
- Think fairy tale characters lived a long time ago
- Sometimes confuse real and make-believe
- Recognize some letters of the alphabet
- Can write their name
- Can count to 100
- Can write about 10 words from memory
- Are able to read easy-to-read books
- Like being read to
- Memorize poetry and nonsense verse
- Enjoy alphabet and counting books
- Search for simple informational books
- Like books about dinosaurs
- Write with invented spelling

What Can I do with my Five or Six Year Old?

- You read to me and I'll read to you
- Fill in the blanks reading
- Play sound games while you drive or prepare dinner
- Make a calendar
- Write a fill-in-the-blank story
- Write a biography or autobiography
- Make a jigsaw puzzle
- Make a board game
- Start a memory box
- Cook from a book



How can I get my child to get to know about books, love them, and learn about language?

- **Read a bedtime story**
- **Read the same books over and over**
- **Give your child markers or paper and pencils**
- **Give your child a blackboard and chalk or a magic slate, or chalk on the sidewalk**
- **Write messages to your child**
- **Label your child's belongings**
- **Get and make alphabet books**
- **Put magnetic letter on the refrigerator or use foam bathtub letters**

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The following section includes calendars for each of the next three months. There is a suggested activity to do with your child for each day which will lead to preparing your child to read and love reading.

The following are explanations, patterns, or further suggestions of the items on the calendar. Have fun!

Talk and listen for 15 min. Spend this time just for talking with your child. Share your ideas and listen to his!

Read a book Choose any book!

Read a poem Your choice!

Make a grocery list Let your child assist with making the grocery list. Discuss items which are too expensive, not healthy, a treat. When you go shopping, allow your child to help find the items. He/She will need to recognize the brand and item you use. Soon, you will just stand at the check-out and your "little shopper" will have this chore done!

Write to Grandma All Grandmothers, whether near or far, enjoy getting a letter from their child and grandchild. Do this activity together, letting your child "help" you by adding his/her own "scribbles" until he/she can write on her/his own. Visiting the post office and "touring" to get information on how the mail is sorted and bagged, as well as allowing your child to purchase the stamp and mail his very important letter. Encourage Grandma to respond with a letter to your child....it always makes it more fun to write again if you get a letter in return.

"Bugs on a log" A healthy and nutritious snack. Cut celery into 1" pieces. Allow your child to spread peanut butter on this "log" and add raisin "bugs".

Play-doh
1 cup flour
1 cup water
1 t. cream of tartar
1/2 c. salt
1 T. vegetable oil
Mix all ingredients and cook 3 min. Add food colorings as desired. Store in margarine tubs.

Applesauce Peel and slice apples that you got when you visited the orchard. Be sure to use a good cooking/sauce apple which your orchard manager should be able to recommend. In a large pot, place your apples and 1/4 cup of water. Cook on low heat until apples are mushy. You should be able to just stir the apples to make "sauce". The mixture will be a little chunky. Add sugar if you desire. This can be frozen and keeps very well.

Throwing and catching balls Remember that your small child will not enjoy this game if the ball is thrown too hard, or is too large or too small. A "Nerf" ball is ideal. Rolling the ball with young infants and toddlers helps the motor skills as does throwing and catching with the older pre-schoolers. Use a variety of kinds and sizes of balls.

Leaf Watch Taking a walk to find a variety of sizes, colors, shapes, and textures of the fall leaves is combining good outdoor exercise with vocabulary and pre-reading skills. You may want to pick up a book about leaves at the library so that you and your child can match the leaves to the pictures in the book to determine what kind of leaf you have (unless you are very good at remembering your high school biology class). You can use the leaves to make leaf books. You may want to press the leaves in an old catalog or between sheets of newspaper with some weight on top. Then, you may put your leaf in a plastic sandwich baggie and even include the acorn or seeds which may accompany your leaf collection. Staple these baggies together between sheets of colored paper, paper sack, wallpaper, etc. and you will have a neat fall book of leaves. You may also try placing a blank paper over the leaf and rub a crayon (flat side down) over the surface. The result will be a "picture" of your leaf. These, again, can be combined into a book.

Silverware sorting After the dishes are washed and dried, allow your child to put them away. This allows him/her to categorize into groups and put things in order....good pre-reading skills. Later, allow your child to set the table for dinner, making sure that he/she follows correct table settings. Forks belong on the left, knife and spoon on the right!

Walk / run Look around for a school track area. Most schools welcome the public to use the track when school activities are done. This is a good, safe area away from traffic and your child can run, or walk with you. Both of you will get your exercise!

Carmel apples Cut bite size slices of apple (leave on the nutritious skin). Melt carmel pieces or buy the wonderful tub of melted carmel. Dip apple pieces or drizzle carmel over the apples served in individual dishes. Much easier on the teeth than regular carmel apples!

Trace ghosts Use heavy tagboard (an old gift box will do nicely) and cut ghost shapes. Have your child trace the shape onto plain white paper and cut (using childrens scissors). These "ghosts" may be suspended from string or thread and decorate your home this October.

Five Little Pumpkins finger play....hold up your five fingers

"Five little pumpkins sitting on the gate,
The first one says...my it's getting late,
The second one says...there's witches in the air,
The third one says....I'm scared!

The fourth one says....it's just Halloween fun,
The fifth one says....Let's run!"

Repeat this finger play each day and your child will be able to recite it come Halloween.

1,2,3 Little Witches a song to the tune of 1,2,3 Little Indians

1 little, 2 little, 3 little witches (hold up 1,2 then 3 fingers)
Fly over haystacks, fly over ditches ("fly" your hand up and in an "eight" motion)
Slide down the moon without any hitches (swoop your hand down as if sliding down the moon)
Hey, ho, Halloween's here!

Sing this song daily and your child will be "performing" by Halloween!

Play a board game....... or you can make a board game....Choose one of your child's favorite books and use the episodes in the book to divide steps along the path the characters must travel. Use small objects to represent the characters. Make a spinner to determine how many steps each player can take. Who will arrive at the end of the story first?

Make a mask Use a plain, inexpensive paper plate. Cut eye holes and punch a hole on each side to attach string. Your child may decorate with markers, scraps of material, yarn, colored paper etc. Many children are afraid of masks and Halloween. This may give them an opportunity to see that a mask is not too scary. There is just a "friend" behind the funny face!

Decorate and carve pumpkins Allow your child to decorate a pumpkin early in the month, by using colored markers, and adding a hat or some other "silly" item. The pumpkin will not rot as long as you don't cut into it. As Halloween approaches, have your child "help" you carve the pumpkin into a "Jack-O-lantern". After you have done the carving, allow your child to help scoop seeds from the inside (be sure to save the seeds and set them to dry). Do you know how we come to use Jack-O-lanterns at Halloween? The library is a good place to find out~!

Baked pumpkin seeds Using the dried seeds from your Jack-O-lantern, spread them on a cookie sheet and bake until slightly golden. Toss with margarine and sprinkle with salt. Might tasty!

"I Spy" Riddly, riddly, riddly rhee
I see something you don't see
And the color is............

Take turns with your child in "spying" things with particular colors.

Riddly, riddly, riddly rhee
I see something you don't see
I'll give you clues so you can try
To find that "thing" and call "I spy!"

Use descriptive words to give your clues....items are soft, hard, used everyday, etc. Be sure to allow your child to give you clues.

TV Television is a part of life, so make it valuable to your goal of getting your child reading. Reading Rainbow, Long Ago and Far Away, or an Afterschool Special amy lead to a book you can find at the library or bookstore. Children enjoy reading stories they have seen on TV. Keep a notebook on the TV so that you can quickly write down the name of a book that you and your child enjoy as it is read on TV. Let you child know that you are careful about programs they watch and are careful about shows you watch. Mr. Rogers' Neighborhood, Reading RAinbow, and Sesame Street have educational value, as do many PBS animal programs. Life Goes On and The Wonder Years often cover important issues. Most of all, know what your child is watching and watch with him so that you can discuss parts of programs which might be frightening or might be difficult to understand. Use news programs to explore topics in which you and your child might be interested.

Hand turkeys Using a plain piece of paper, trace around your hand and your child's hand. Be sure to spread the thumb apart from the other four fingers. Keep them closer together. To the thumb, add a comb and a wattle. To the base of the hand, add feet. Now, your "turkeys" are ready to add colored feathers and enjoy. (You can also make Indians by tracing your four fingers, hiding your thumb under the palm of the hand. At the base of the fingers make a headband, add eyes, nose and mouth....probably some braids....and you will have a Thanksgiving picture!)

Indian head-dress Use a long strip of paper or cut a strip from a brown grocery bag. Have your child decorate the band with markers, seeds, pasta, etc. Cut "feathers" from colored paper or grocery bag which has been colored. Attach to the headband with glue stick. Measure child's head and wrap band to fit. Some feathers may hang down (making this child the chief).

Cornbread Cornmeal was a staple of the early settlers of our country. Discuss the texture of cornmeal as you open the box or bag. Follow the recipe on the box. Be sure to let your child see the directions. Can he/she tell you what ingredients you used, and the order in which you used them? Repeating events and ordering events is an important component of the reading process. This would make a good picture story!

Papoose What is a papoose? Check the library! You can use colored paper or brown grocery bags (plain side). Cut two ovals (about 8 x 11). Fold one about 1/4 of the way down. Glue stick the remaining 3/4 to the second oval. Cut two long strips about 1" wide. Attach them to the back side (unfolded) placing one end of the first strip at the fold line and the other end of the same strip close to the bottom of that same side. Attach the second strip to the opposite side in the same positions. (This will look similar to a backpack). Use the papoose pattern from this kit, and decorate. Place the papoose in the carrier. (Be sure to add the Indian head-dress)!

Pilgrim Hats patterns enclosed

Make a tent Use old blankets, sheets, chair, or boxes and create a play area. (Especially good on rainy or snowy days). Pretend is an important part of pre-reading.

Match Card You can use a regular deck of cards, or make your own. The object is to match like pictures. You will need to be sure to have two cards that are identical. If you use regular cards, you will match numbers or queens, kings, jacks, aces. If you make your own, you can use stickers, magazines or catalog pictures, wallpaper pieces, gift wrap pictures etc. and mount them on index cards or construction paper. Turn all cards face down. Taking turns, allow two picks. If the cards match, the player gets to keep the set and draw again. If they don't match, the player must turn the cards over and "remember" where they are if a matching picture is uncovered later in the game.

September 1994

S	M	T	W	T	F	S
				1 Talk and listen for 15 min.	2 Read a book.	3 Read a poem.
4 Go to the park.	5 Watch a good video.	6 Make a grocery list.	7 Write to Grandma.	8 Go to the library.	9 Talk and listen for 15 min.	10 Read: The Hungry Caterpillar
11 Take a walk.	12 Listen and talk for 15 min.	13 Make a grocery list.	14 Read: Red Riding-hood.	15 Fix "bugs on a log"	16 Make play-doh.	17 Visit an orchard.
18 Make applesauce.	19 Read: Mama a Llama?	20 Listen and talk for 15 min.	21 Play ball!	22 Take a leaf walk.	23 Make a leaf book.	24 Go to the library!
25 Sort silverware	26 Go to the track.	27 Fix apples and caramels.	28 Listen and talk for 15 min.	29 Read: Goodnight Moon	30 Write to Grandma!	

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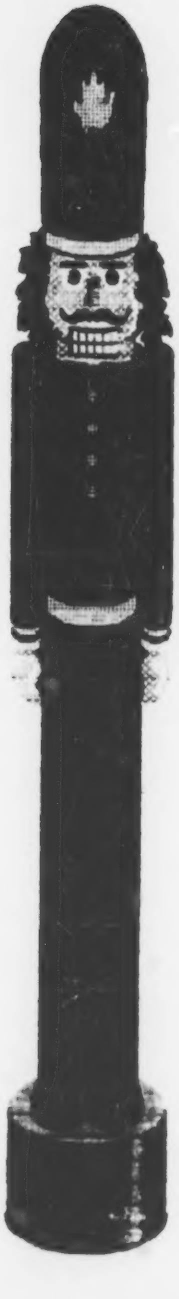
October 1994

S	M	T	W	T	F	S
						1 Go to the park.
2 Rake leaves.	3 Trace ghosts.	4 Read: Shop with Mom	5 5 Little Pumpkins	6 Sort socks!	7 Listen and talk for 20 min.	8 Go to the library.
9 Buy pumpkins	10 1,2,3 little witches	11 Play store.	12 Decorate your pumpkin.	13 Make a grocery list.	14 Read: One Hungry Monster	15 Pop popcorn
16 Write a Halloween story!	17 Play a board game.	18 Read a Halloween book!	19 Rake leaves.	20 Make a mask.	21 Make a grocery list.	22 Go to the track.
23 Carve a jack-o-lantern	24 Make a paperbag costume.	25 Bake pumpkin seeds.	26 Write to Grandma!	27 Read: Gus the Ghost	28 Play kickball outdoors.	29 Talk and listen for 20 min.
30 Make pumpkin cookies.	31 Halloween					

November 1994



S	M	T	W	T	F	S
		1 Play "I Spy"	2 Read a children's magazine.	3 Go to the library.	4 Sing 1,2,3 Little Indians	5 Watch a good TV show.
6 Read a book about Indians	7 Listen to a cassette story.	8 Make hand turkeys	9 Talk and listen for 25 min.	10 Play with playdoh.	11 Make a grocery list.	12 Write to Grandma!
13 Watch a good video.	14 Make an Indian headdress.	15 Make cornbread	16 Read a Thanksgiving book	17 Take a walk.	18 Make a papoose.	19 Play a board game
20 Read: Eating the Alphabet	21 Make a grocery list	22 Make a pilgrim hat.	23 Talk and listen for 25 min.	24 Happy Thanksgiving	25 Eat pizza!	26 Make a book about November
27 Make a tent	28 Write to Grandma!	29 Play match card	30 Listen to a cassette story.			

Suggested Books

Mayer, Mercer, Just Shopping with Mom

O'Keefe, Susan, One Hungry Monster: A Counting Book in Rhyme

Ehlert, Lois, Eating the Alphabet:Fruits and Vegetables from A-Z

Carle, Eric, The Very Hungry Caterpillar

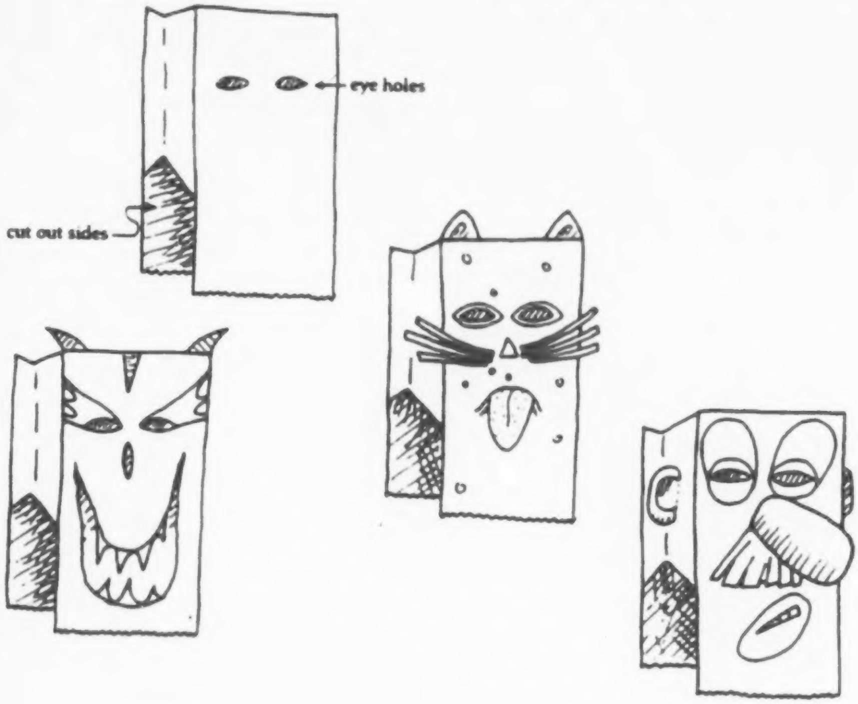
Guarino, Deborah, Is Your Mama a Llama?

Ahlberg, Janet and Allan, The Jolly Postman and Other People's Letters

Brown, Margaret, Goodnight Moon

Yolen, Jane, Owl Moon

Mayer, Mercer, You're the Scaredy-Cat



116

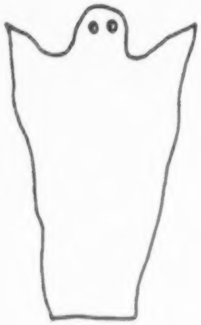
Creative Halloween Masks

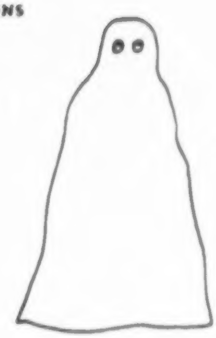
OBJECTIVE developing creative thinking.

MATERIALS a large grocery sack for each child, scraps of construction paper, scissors, crayons, and paste.

Children will enjoy making creative Halloween masks, even though they may wear other costumes on the day of your party.

Ahead of time, cut off the side sections of the sack about halfway up. This allows the sack to fit easily over the child's head and shoulders. Then fit a sack over each child's head, in turn, to get the approximate position of the child's eyes, and cut two large eyeholes. The child can begin right away to decorate the mask with crayons, paper hair, eyelashes, a collar, or whatever.





113

Tracing Ghosts

OBJECTIVES developing visual perception, vocabulary, eye-hand coordination, and math concepts.

MATERIALS five or six tagboard ghost patterns, and a 9" x 12" sheet of drawing paper, scissors, and a black crayon for each child.

Make five or six ghost shapes from tagboard for patterns. Give each child a sheet of 9" x 12" white drawing paper and a pencil. Let the children take turns using the patterns. Explain that when they finish tracing, they can cut out their ghosts and then use black crayon to make a pair of very scary eyes on them.

This presents an opportunity to introduce the term *pair*. "What does it mean? Your eyes come in pairs. Do any other parts of your body come in pairs?" And so on.

Thanksgiving

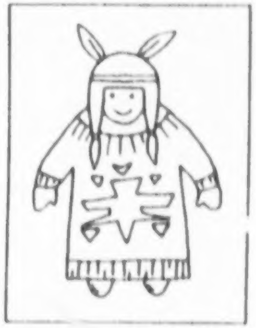
117

Thanksgiving Cut and Color

OBJECTIVES building vocabulary, learning history, and developing small muscles.

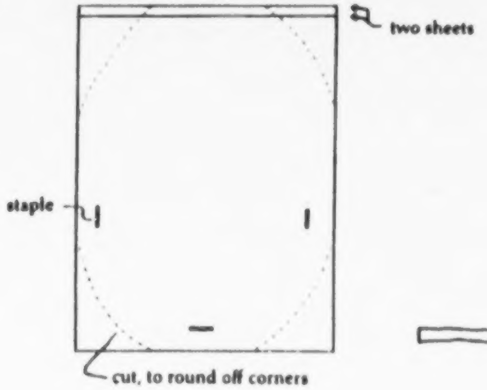
MATERIALS duplicated sheets of Indian babies, crayons, scissors, stapler, and brown construction paper (sheets 9″ x 12″ and strips 1½″ x 18″).

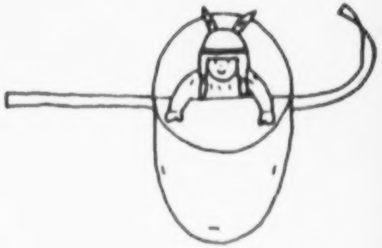
Duplicate a pattern of an Indian baby. (The pattern should pretty well fill a sheet of 8½″ x 11″ ditto paper.) The illustration, while not an infant, does provide an interesting picture for children to color and it can stimulate further conversation on how little babies might have been dressed.



Many teachers prefer to make the papooses in advance. This saves time, but the children may be allowed to help if the project does not seem too difficult for the age and the development of the particular group. I recommend that a teacher make a sample first and then decide whether class participation is desirable.

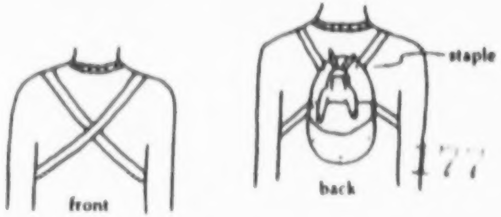
First staple two sheets of 9″ x 12″ brown construction paper together, one on top of the other. Round off the four corners as shown in the illustration.

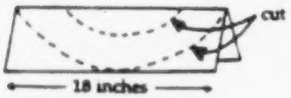


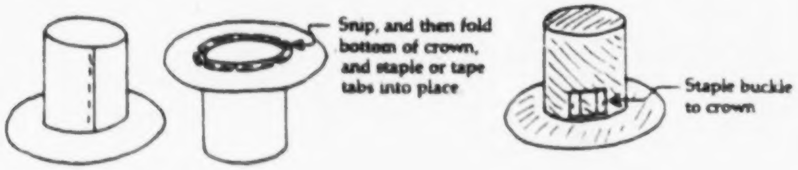


Fold the top of one section down about one quarter of the way. Insert one end of a construction-paper tie (about 1½″ wide and 18″ long) on each side between the flap and the back section of paper. Staple through all three layers, making sure the ties are secure.

In November, before Thanksgiving, classes often discuss Native Americans. Young children enjoy hearing that mothers and fathers of some tribes would call their babies papooses. They also find it fascinating that a mother would carry her baby around on her back. Tell about the papooses, and encourage the children to try and think of why mothers might carry their children that way.



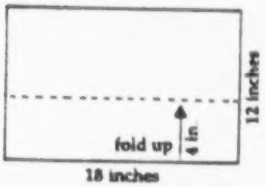

cut
18 inches


Snip, and then fold bottom of crown, and staple or tape tabs into place
Staple buckle to crown

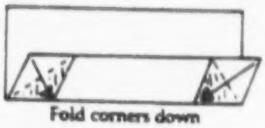
BOY'S PILGRIM HAT

Use a 12" x 18" sheet of construction paper. Fold in half the long way and cut out a semicircle for the brim, as illustrated. Make the crown by rolling a sheet of 9" x 12" construction paper to fit the center hole of the brim, and then staple or tape it to the brim. Add a yellow construction-paper buckle to the front, and the hat is complete.

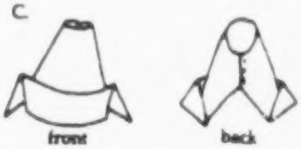
A.


12 inches
fold up
4 in.
18 inches

B.


Fold corners down

C.



GIRL'S PILGRIM HAT

Use a sheet of white 12" x 18" construction paper. Make a fold the long way, a third of the way up. Fold the corners of this third back. Roll the hat to fit the child's head, and staple at the top.

The Alphabet

An important part of your child's reading and writing experience will be learning to print his/her name, and learning to recognize letters of the alphabet. It will help your child if you begin by making letters for him in the correct form. Later he/she will be able to transfer one type of script for another, but at the beginning it is just much easier if they are shown how to make the letters correctly....this involves using upper and lower case letters....not all upper case. For example, John (correct) rather than JOHN (incorrect).

Making a set of match card using both upper and lower case letters is a great way to help your child recognize both versions of the same letter. When playing match card in this way, a child must match the upper case B with the lower case b and so on. Add doubles of both upper and lower case letters and the child can then match uppers, lowers or the combination.

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx Yy Zz
. , ? ! : ; “ ” 1 2 3 4 5 6 7 8 9 0

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo
Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz
. , ? ! : ; “ ” 1 2 3 4 5 6 7 8 9 0

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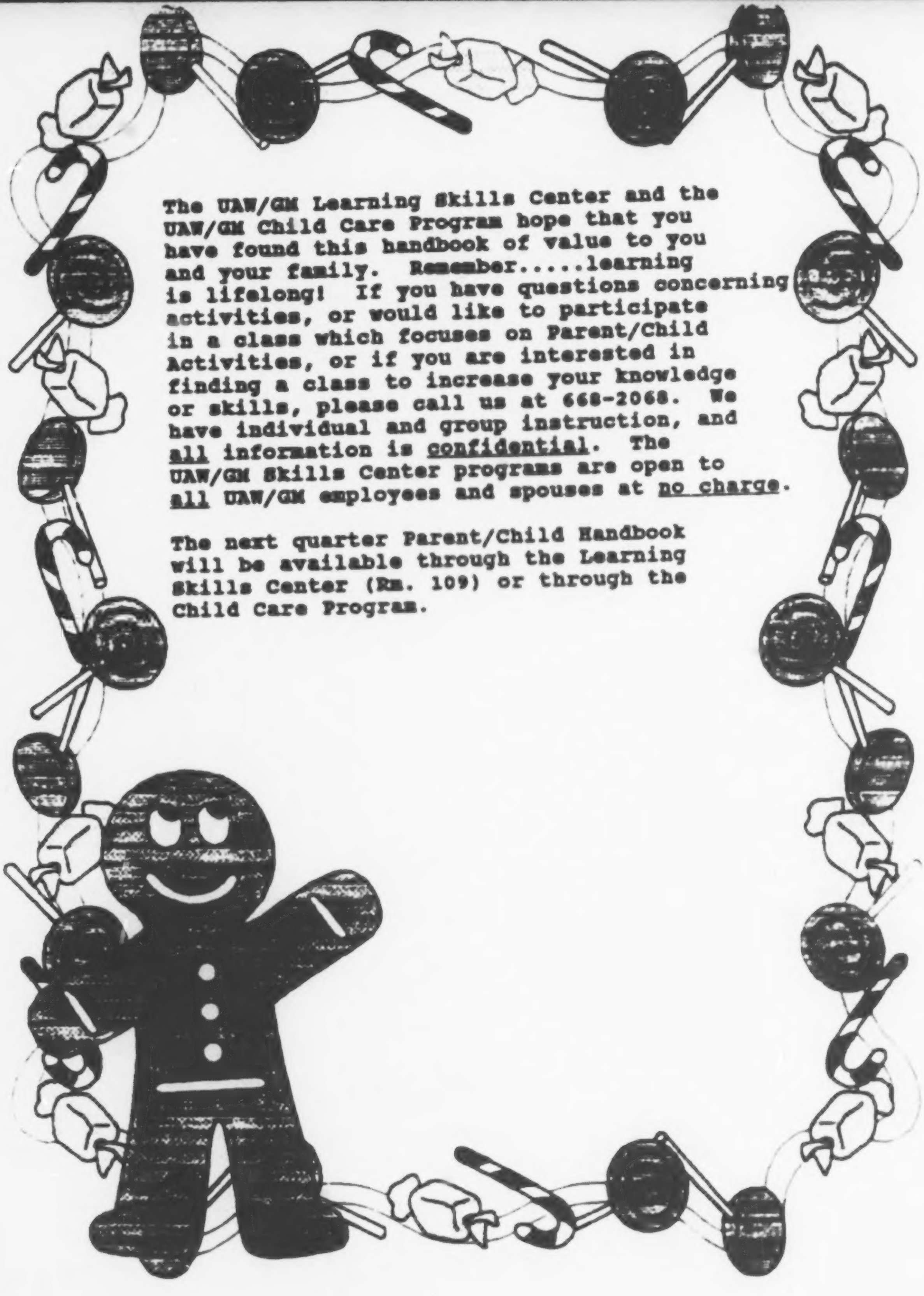
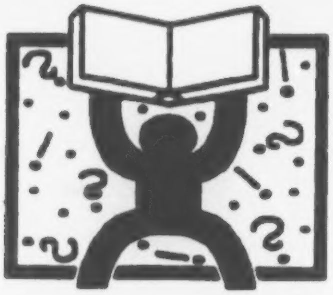


The UAW/GM Learning Skills Center and the UAW/GM Child Care Program hope that you have found this handbook of value to you and your family. Remember.....learning is lifelong! If you have questions concerning activities, or would like to participate in a class which focuses on Parent/Child Activities, or if you are interested in finding a class to increase your knowledge or skills, please call us at 668-2068. We have individual and group instruction, and all information is confidential. The UAW/GM Skills Center programs are open to all UAW/GM employees and spouses at no charge.

The next quarter Parent/Child Handbook will be available through the Learning Skills Center (Rm. 109) or through the Child Care Program.

I Can Read



Activities for Parents and Children

Child's Handbook

UAW/GM Skills
Center - Marion
Fall 1994

Hello

My name is

____

I am ______________________ years old.

I like ___________________________________

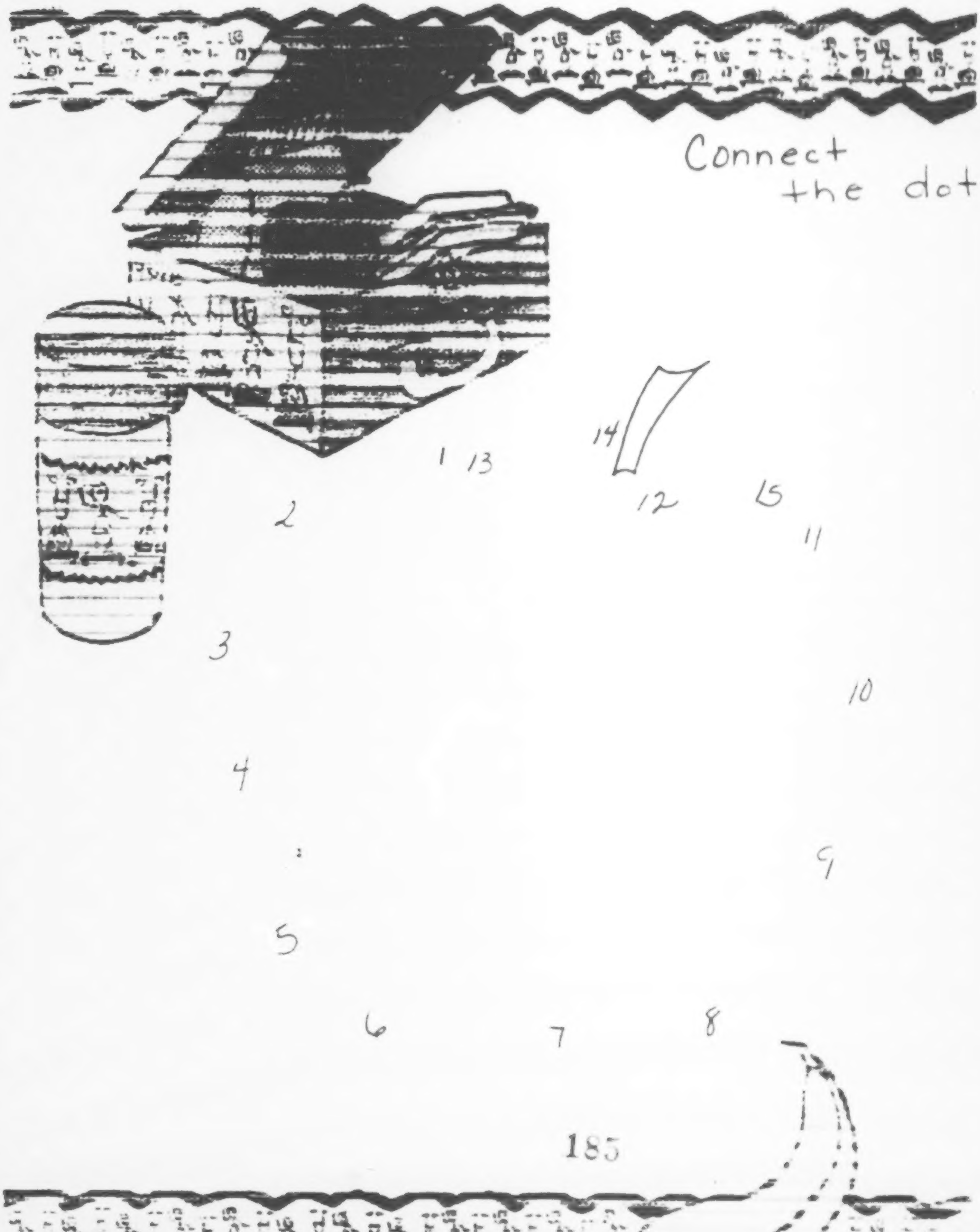
____

____

____

____

Connect
the dots


1
2
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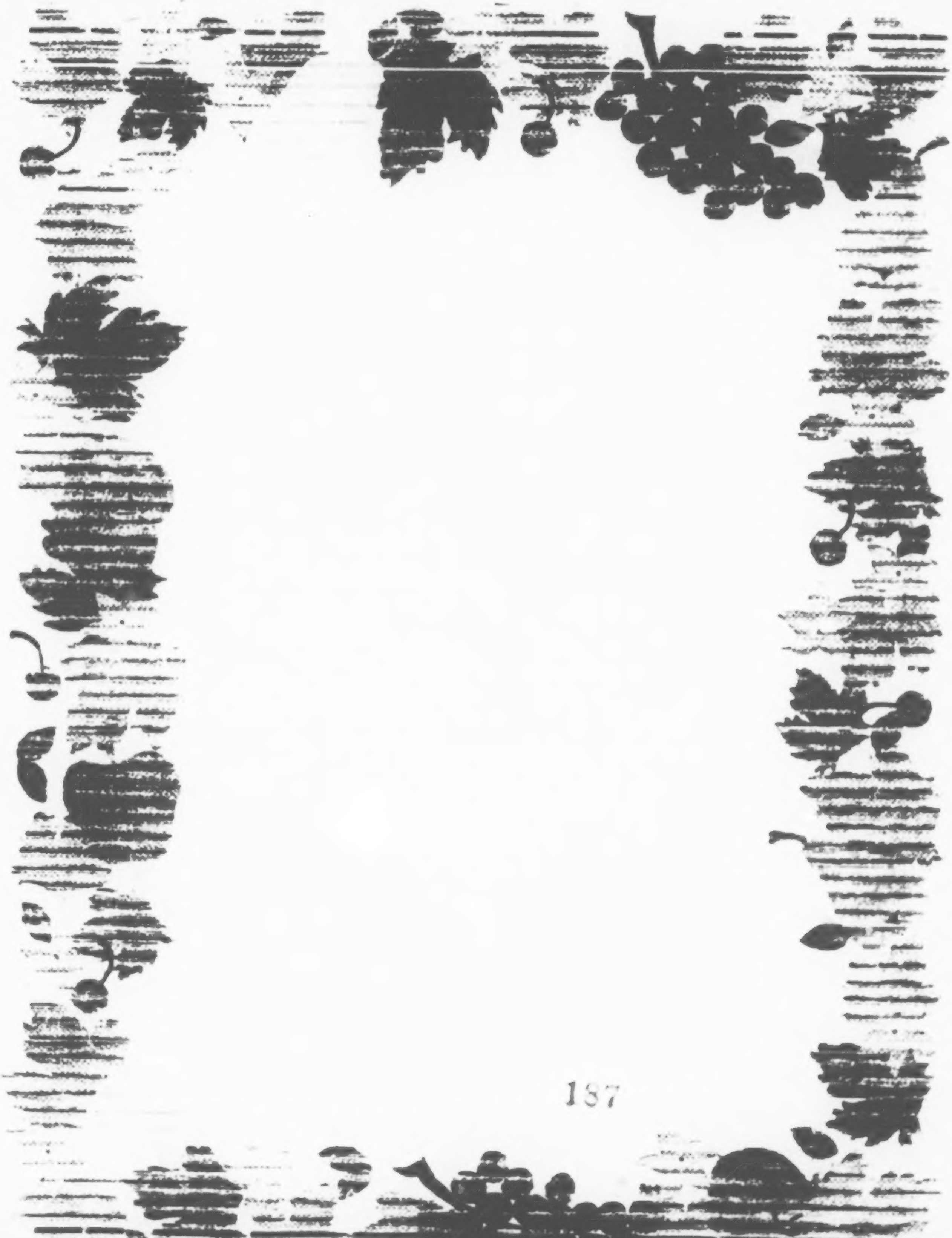
14
15

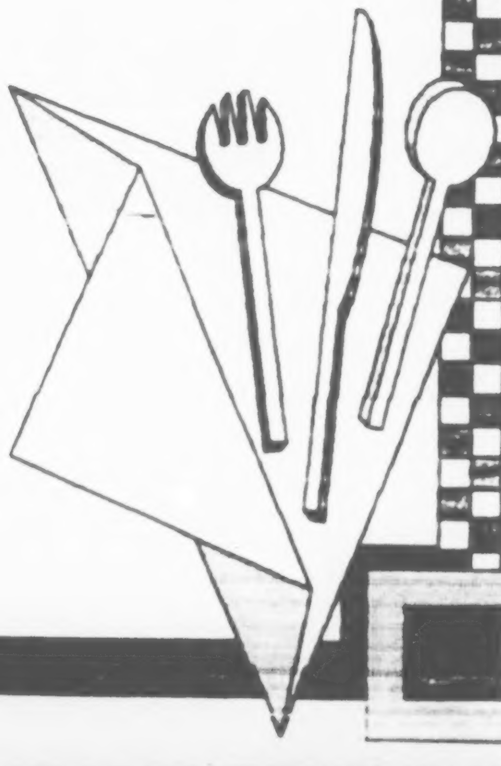
1	6	4
7	2	9
3	8	5

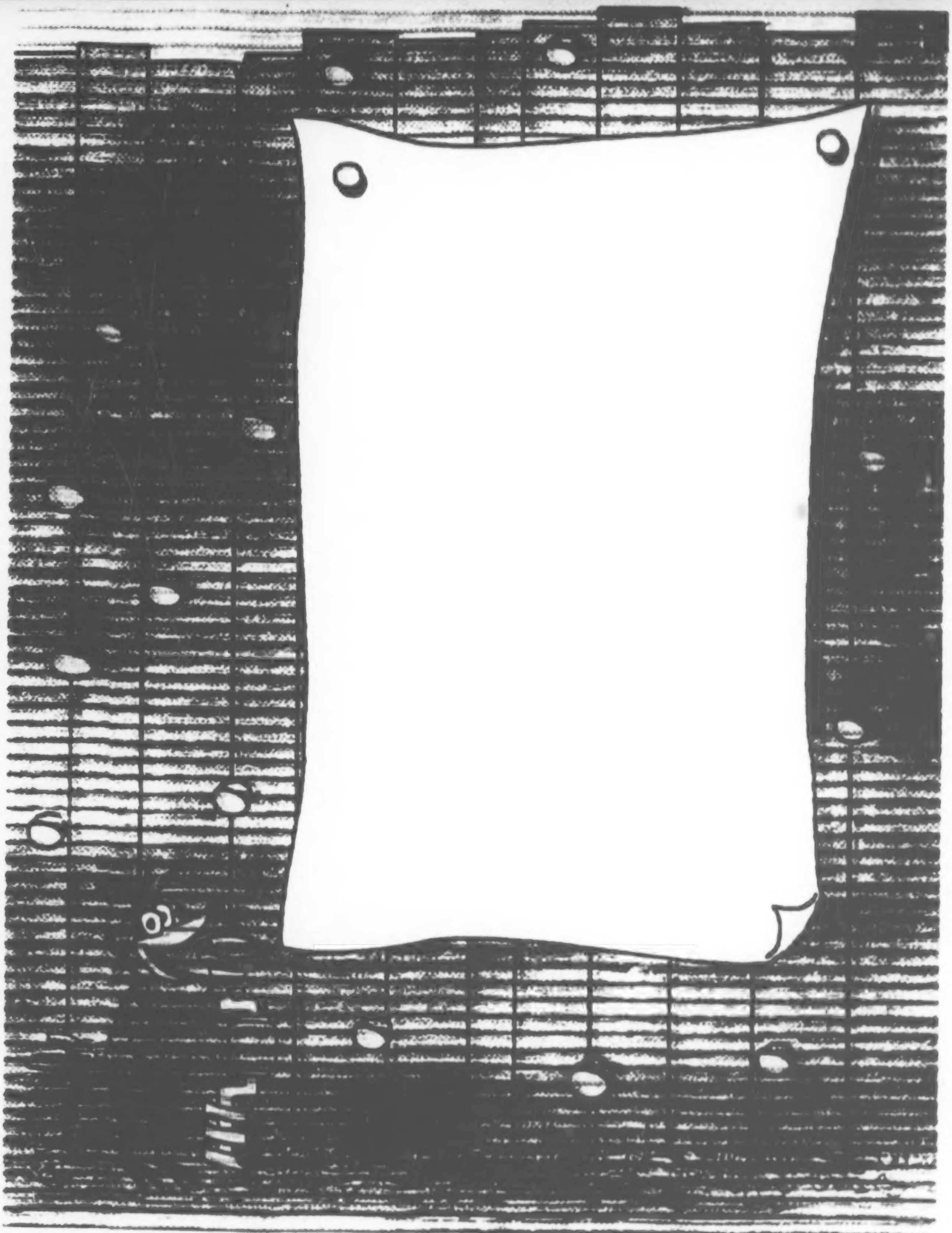
Toss a penny
on a square.
Do you know
the number?

Make a leaf rubbing here.



Cut pictures of things you can eat from a magazine and paste them here.





Draw a picture of what you like to do.

Make 3 witches and 5 pumpkins.

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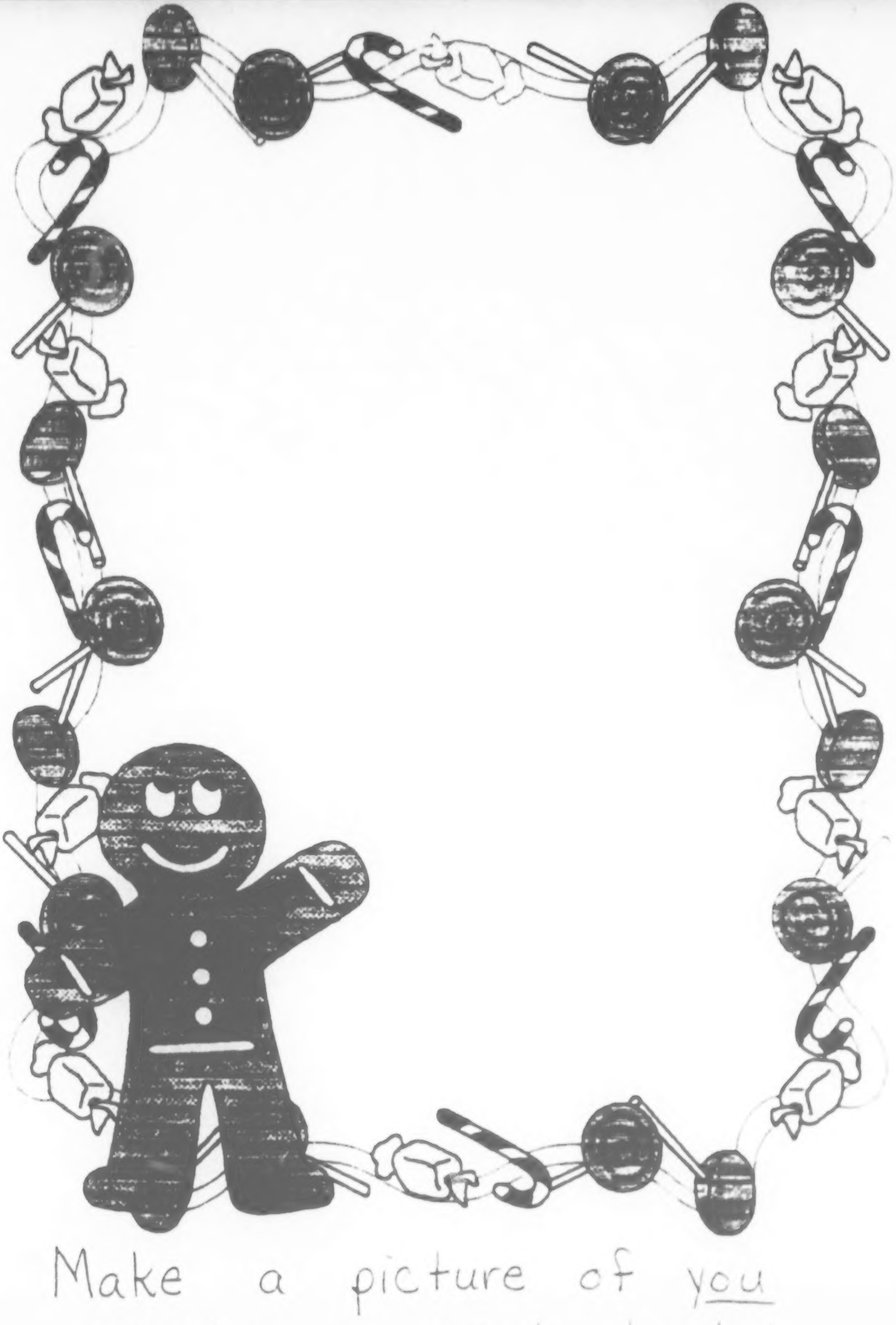
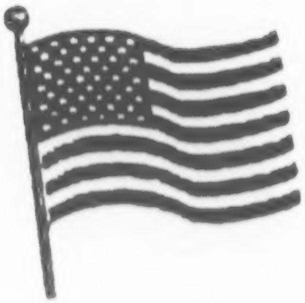
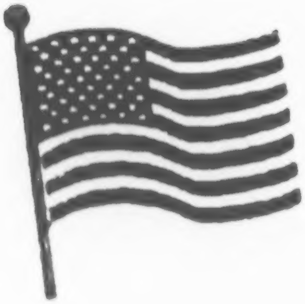
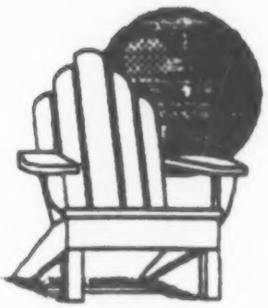
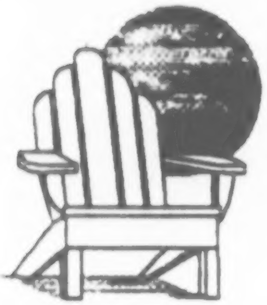
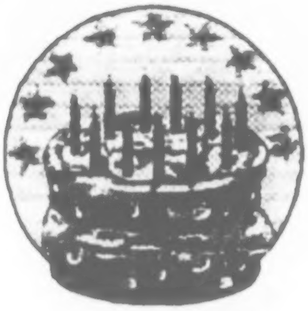
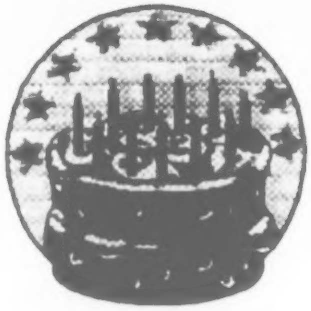
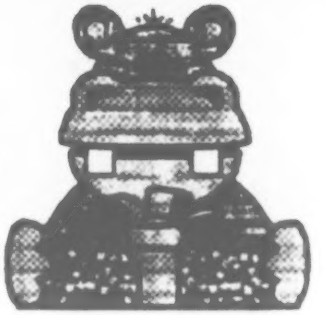
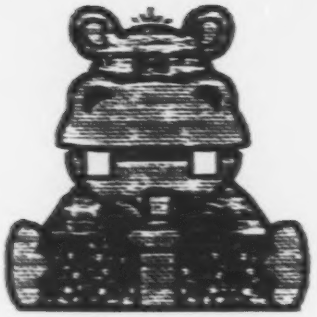


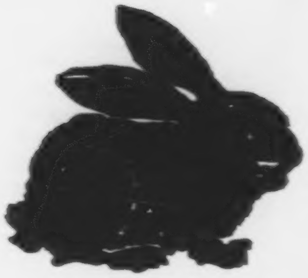
Make a picture of you reading a good book!

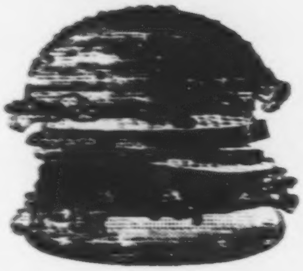





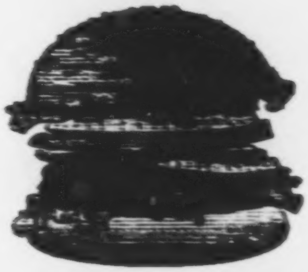




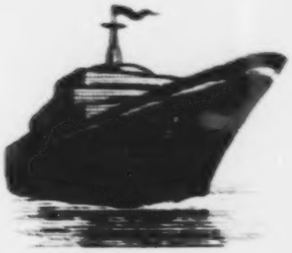
Cut the pictures into cards. Match the cards. Turn them over and play the memory game.

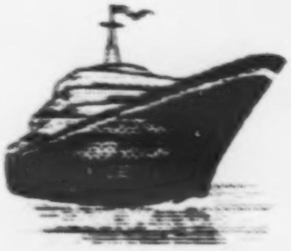


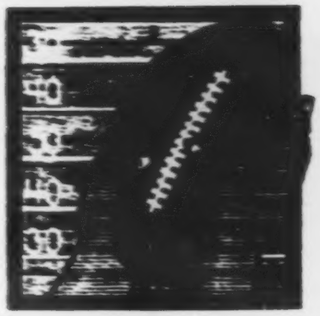


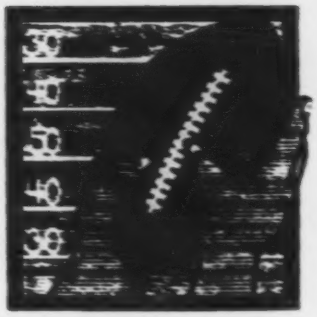












Do you know what letter sound begins each picture?
Think about it.

Module 6 — Published Materials

The published materials that first come to mind in connection with family literacy are books for children. Whatever age-group the program is catering for, there is a wealth of books available; the main problem is making choices. Any program's budget for books is limited and providers would like to spend that money in the best possible way. For children of any age, there are classic books that will be on almost anyone's list, but new books are being published all the time and many of these will appeal strongly to their young audience. One way of assessing the appeal of new books is to borrow them from the local library to see whether they do fulfill your expectations of success with program participants. Older books can often be obtained second hand, either bought cheaply or donated by local community groups. (Sources of ideas for suitable children's books are Beaty (1994), Jalongo (1988), Sawyer and Comer (1996).)

When a program is starting up, participants may be wary, or even a little frightened, of reading books. Therefore it is important to choose books that will allow a gradual transition toward greater literacy activity. For parents or children who are reluctant readers, a useful way to lead them toward book reading is to show videos of popular books, so that the story is familiar to them when they start reading, thus overcoming one initial barrier to literacy activities. Adolescents who have read little, but have watched a lot of television, could be interested by readings related to favorite TV programs. Or they could be led toward reading books of direct relevance to their lives (about, for example, inner city adolescents) by preliminary discussions about the books and their relevance before they start reading them. Parents who have little experience of reading to their young children will probably do best with simple picture books that have only small amounts of text to a page. And they may benefit from seeing a teacher modeling the process of engaging a child's attention through pointing at pictures and stopping to discuss the story and its relation to their own lives. In all cases, however, the most important thing for a program provider to do is to monitor closely the reception of the materials being used, and to make adjustments that follow the interests of the families in the program. Only in this way can the program and the books being read become part of the lives of the program participants.

For programs that involve a parenting component, materials will be needed for the parents to read about parenting topics and also to promote discussions about parenting issues and problems. Newspaper articles and community newsletters can be brought in by both teachers and students on such topics as housing, welfare, employment, drugs, crime, and discipline. These materials can often serve a double duty: they will promote thoughtful exchanges among parents about issues that concern them and also provide materials for the parents to practice their own reading skills, such as skimming and finding the main idea in an article.

For programs that include general education for parents, a great deal of material of relevance to family literacy has been published in the area of adult education, covering such topics as basic reading, writing and math. Selections from such materials can be used, for example, to supplement custom-designed instruction in budgeting or filling out job applications. The most important criterion in choosing any such materials is that they fit within the instructional framework determined by a program's goals.

Sources of ideas for published materials include bookstores and the catalogs of book publishers, and public and college libraries. There are also literacy centers and agencies in many areas, which can provide both materials and lists of other sources. A new and rapidly-growing resource is the Internet or World Wide Web, from which anyone can download items that interest them and to which new materials are being added daily. Also available electronically (through libraries and now on the Internet —see reference list below) is the ERIC system, a clearinghouse of educational publications, which contains many reports on family literacy programs, often including detailed curriculum plans and materials.

With such a wealth of resources available, it is possible to find good and relevant materials on almost any topic. The main problem for a family literacy provider is selection—which of these many resources will be most appropriate for my program? As guidance in making this selection, the following list of criteria may be of assistance:

- relevance: does the material promote and support program goals?
- intended use: do the purpose and audience of the material match your program?
- coverage: does the material treat the topics that you need?
- method: are the teaching method and style consistent with that of your program?
- reading level: is the material written at a suitable level for your learners?
- price: will the extent and value of your use of the materials justify the price you will pay?

Using these criteria can be done either formally by rating different materials on each criterion in order to compare them, or simply by keeping the criteria in mind whenever you look at possible published materials.

Now look at Appendix A of the LVA Handbook (Literacy Volunteers of America, 1991). You may also want to consult some of the ERIC documents whose abstracts are included in the module (as well as others in the Introduction to Modules 3-8). You should also find it useful to browse the World Wide Web, possibly starting at the sites listed below. Then use the example practice exercise to help you complete the assigned practice exercise for Module 6.

References

Beaty, J. J. (1994). *Picture book storytelling: Literature activities for young children*. Fort Worth, TX: Harcourt Brace College Publishers.

Jalongo, M. R. (1988). *Young children and picture books: Literature from infancy to six*. Washington, DC: National Association for the Education of Young Children.

Literacy Volunteers of America. (1991). *How to add family literacy to your program*. Syracuse, NY: author.

Sawyer, W. E., & Comer, D. E. (1996). *Growing up with literature*. Albany, NY: Delmar Publishers.

World Wide Web sites (a small sample):

- AskERIC — http://ericir.syr.edu (Virtual Library, ERIC database and digests, lesson plans);
- Indiana University Family Learning — http://www.indiana,edu/''eric_rec/ (courses, resources);
- National Center on Adult Literacy — http://litserver.literacy.upenn.edu/ (research, resources);

- National Institute on Early Childhood Development and Education — http://www.ed.gov/offices/OERI/ECI/ (news, research, resources);
- National Institute for Literacy — http://novel.nifl.gov/ (information, forums, resources);
- North Central Regional Educational Laboratory — http://www.ncrel.org/ncrel/ (resources, state information);
- U.S. Department of Education — http://www.ed.gov/ (initiatives, funding, services, publications).

Selected ERIC Abstracts on this Topic

The following bibliographical entries are selected from the ERIC database. The articles themselves should be available at any education-related library, or through interlibrary loan. They can also be purchased directly from ERIC by calling the ERIC Document Reproduction Service at 1-800-443-ERIC.

Record 1 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED385623
AU - PERSONAL AUTHOR: D'Angelo,-Diane; And-Others
TI - TITLE: Resources for Recruiters.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): RMC Research Corp., Portsmouth, NH.
PY - PUBLICATION YEAR: 1995
NT - DESCRIPTIVE NOTE: 148 p.
PR - EDRS PRICE: EDRS Price - MF01/PC06 Plus Postage.
AB - ABSTRACT: Recruitment of participants is a long-standing practice for many programs serving children and families, although the way in which it is approached varies greatly. This volume is presented as a practical tool for practitioners to use in systematizing their recruitment efforts. Section 1, "Reaching Diverse Families," contains an interactive workshop, with presenter's guide, overheads, and handouts. It is designed for all program staff, realizing that all staff members represent the program at some time. The workshop is planned to guide participants in developing a comprehensive recruitment program. Section 2, "Communicating with Families and Community Partners," represents the tool kit section, with a series of tip sheets offering guidance on how to write effectively for parents, advertise a program in one page or less, use the media effectively, develop focus papers, and use newsletters. Section 3 presents additional resources, offering a quick reference list of 31 resources, an annotated bibliography of 30 items, and a list of 17 resource organizations. Nineteen overheads and 6 tip sheets complement the workshop presentation. (SLD)

Record 2 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED378315
AU - PERSONAL AUTHOR: Mackin,-Kathleen-J.
TI - TITLE: Resources for Adult and Family Literacy.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): RMC Research Corp., Portsmouth, NH.
PY - PUBLICATION YEAR: 1995
NT - DESCRIPTIVE NOTE: 21 p.
PR - EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.
AB - ABSTRACT: This document contains an annotated list of 95 resources about and/or for use in adult and family literacy programs. The list includes a wide variety of publications, including background reading materials, parent and teacher guides, program descriptions, reports of research projects, discussions/analysis of government policy, assessment guides/instruments, workshop materials, instructional materials, supplementary resource materials intended for classroom use, and annotated bibliographies. Also included are a list of 6 periodical publications of interest to planners/providers of adult and/or family literacy programs and a list of 10 nonprofit organizations concerned with family and adult literacy. (MN)

Record 3 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED373153
AU - PERSONAL AUTHOR: Dodd,-John-M.; And-Others
TI - TITLE: Parents and Preschoolers: An Intergenerational Literacy Project. Evaluation Report.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Eastern Montana Coll., Billings.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 101 p.; Sign samples in Appendix B may not reproduce well.
PR - EDRS PRICE: EDRS Price - MF01/PC05 Plus Postage.
AB - ABSTRACT: An intergenerational literacy project involving economically disadvantaged parents, their preschool children, and preservice teachers was conducted at Eastern Montana College. Parents enrolled in the Head Start and Even Start programs attended sessions at which they were trained to be literacy tutors at training meetings and/or combination dinner/training sessions. Forty Even Start enrollees and 20 Head Start

families attended the sessions. Four literacy tutors and 49 college students were trained to work alongside parents as literacy volunteers. Literacy services were provided at the Head Start and Even Start centers and at the local shelters for battered spouses and the homeless in Billings, Montana. The sites were furnished with 719 books and 35 backpacks of books-on-tape were developed for parents to check out and use at home. The project was considered highly successful and will be continued. (Appendixes constituting approximately 75% of this document contain the following: a list of more than 100 books recommended for parents and preschoolers; a parent interview form; parent-child observation checklists; a course syllabus; instructional materials inventories; and a handbook for conducting family literacy nights that includes lesson plans, overhead transparency masters, and student handouts.) (MN)

Record 4 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED372292
AU - PERSONAL AUTHOR: Don,-Roslyn; Carty,-Joanna
TI - TITLE: Parents, Children and Learning. A Family Literacy Curriculum To Support Parents of Children in Kindergarten and First Grade. Part One. Background Materials.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Center for Literacy, Inc., Philadelphia, PA.
PY - PUBLICATION YEAR: [1993]
NT - DESCRIPTIVE NOTE: 50 p.; For parts two and three, see CE 066 926-927. For final project report, see CE 066 924.
PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
AB - ABSTRACT: This document provides an overview of a family literacy demonstration project conducted to offer family literacy classes in three public schools in Philadelphia. The project was designed to help adults meet their own needs and to enable them to support their children's learning. The whole-language, learner-centered approach was used. Background materials included in this document include the following: description of the instructional model and the correspondence of instruction to the Philadelphia School District's kindergarten and first grade curricula (depicted in an extensive grid) and a bibliography listing 67 recommended children's books; 27 resources for parents and educators; 7 resources for educators, 15 resources related to adult themes; and 5 family literacy resources. (KC)

Record 5 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED370081
AU - PERSONAL AUTHOR: Behm,-Mary; Behm,-Richard
TI - TITLE: Let's Read! 101 Ideas To Help Your Child Learn To Read and Write. Bilingual Edition. Revised Edition = Leamos! Prepare a sus hijos a leer y escribir: 101 Ideas. Texto Bilingue.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
PY - PUBLICATION YEAR: 1995
AV - AVAILABILITY: ERIC Clearinghouse on Reading, English, and Communication/EDINFO Press, Indiana University, P.O. Box 5953, Bloomington, IN 47407 ($8.95 plus $3 shipping and handling; Indiana residents add 5% sales tax).
NT - DESCRIPTIVE NOTE: 126 p.; Published with EDINFO Press. Supersedes previous edition, see ED 358 443. New material consists of "Preface" and "For More Information."
PR - EDRS PRICE: EDRS Price - MF01/PC06 Plus Postage.
AB - ABSTRACT: Based on the idea that parents are the first and most important teachers, this bilingual (Spanish/English) book offers 101 practical and fun-to-do activities that children and parents can do together. The revised edition provides a preface by Professor Josefina Villamil Tinajero and additional information of particular interest to Latino parents. The activities in the book are organized to fit the way parents tend to think about their time with their children: in the nursery; around the home; at bedtime; on the road; out and about; when you're away; using television; and success in school. The book concludes with an afterword and a list of additional resources for parents. (RS)

Record 6 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED369946
AU - PERSONAL AUTHOR: Gadsden,-Vivian-L.; And-Others
TI - TITLE: Children, Parents, and Families: An Annotated Bibliography on Literacy Development in and out of

Program Settings.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): National Center on Adult Literacy, Philadelphia, PA.
PY - PUBLICATION YEAR: 1994
AV - AVAILABILITY: National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111 ($11, check or money order payable to "Kinko's Copy Center").
NT - DESCRIPTIVE NOTE: 90 p.
PR - EDRS PRICE: EDRS Price - MF01/PC04 Plus Postage.
AB - ABSTRACT: This annotated bibliography describes studies and reports on issues related to family literacy in multiple contexts. With the exception of five entries, it is limited to programs and studies in the United States. Materials include conceptual discussions, bibliographies, and studies that use experimental, ethnographic, and program evaluative designs. The bibliography is divided into seven parts. Parent-Child Relationships and Reading includes a small group of studies from early child development and early childhood education on issues such as the nature of parent-child interactions, problem solving, impact of maternal teaching strategies, and parenting and child development. Parent-Child Reading/Emergent Literacy presents several studies about parents' literacy, storybook reading, curricular approaches to emergent literacy, and parent-child interaction around reading. Parent and Family Beliefs and Socialization focuses on the role of parents' beliefs about school performance and literacy and implications for literacy socialization. Family and Intergenerational Literacy presents effective approaches. Parent Involvement/Family-School Connections focuses on effects of parent involvement in relation to general school performance and reading. Family and Parent Education describes programs designed to support the social development of families. Culture/Context, presents a collection of cross-cultural studies. Each entry consists of author, title, date of publication, title, source, and pagination. (Contains 72 references.) (YLB)

Record 7 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED361670
AU - PERSONAL AUTHOR: Poulton,-Constance-L.
TI - TITLE: Family Literacy Programs: Adult Curricula and Evaluation.
PY - PUBLICATION YEAR: 1993
NT - DESCRIPTIVE NOTE: 166 p.; Master's Project, Weber State University.
PR - EDRS PRICE: EDRS Price - MF01/PC07 Plus Postage.
AB - ABSTRACT: Designed to increase awareness of family literacy programs, this project report deals with definitions of literacy, the research base, typology of family and intergenerational literacy programs, and evaluation of these programs. The report is designed to be a resource for teachers/practitioners and administrators/funders of family literacy programs. It includes: (1) a review of the literature on family literacy; (2) a directory of available adult curriculum materials suited to family and intergenerational literacy programs; (3) formative evaluation forms for use by teachers and adult students in family and intergenerational literacy programs; (4) materials designed to be used in presentations at conferences and workshops to increase understanding of family and intergenerational literacy programs and to promote programs; and (5) evaluation forms for curricula, evaluation forms for adult students, and presentation materials. Five tables illustrating various typologies of family literacy programs are included. Contains 59 references. (Author/RS)

Record 8 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED348475
AU - PERSONAL AUTHOR: Martin,-Beverly-A.
TI - TITLE: Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Northampton Community Coll., Bethlehem, PA. Adult Literacy Div.
PY - PUBLICATION YEAR: 1991
NT - DESCRIPTIVE NOTE: 137 p.; For the final report, see CE 061 333.
PR - EDRS PRICE: EDRS Price - MF01/PC06 Plus Postage.
AB - ABSTRACT: This resource book contains classroom activities and suggested resources for teachers working with fathers and their children in literacy education classes for minority and ethnic groups. The book begins with a reading attitude survey for fathers. Five units of study follow, focusing on the following themes: (1) ourselves and our families; (2) our background; (3) we can do it together; (4) learning together (suggestions for parent-teacher interaction); and (5) heroes and heroines (especially athletes). Each unit consists of the

following: (1) several activity outlines with information on time and materials required, skill learned, learning procedure, adaptations for situational variations, and evaluation; (2) a teacher's guide with suggestions for implementing the activities; (3) a bibliography of resources for parents and children (including books and addresses for additional resources); and (4) an appendix with worksheets for the activities. (KC)

EXAMPLE PRACTICE EXERCISE FOR MODULE 6

MODULE 6 — PUBLISHED MATERIALS

Review a children's book and describe an activity for children that relates to the book. In your review, summarize the story, indicate an appropriate age-range, and evaluate the suitability and interest of the book. For the activity, describe what the children (and possibly parents) would do and explain how the activity ties in with the story, characters or other aspects of the book.

Example practice exercise

Book—"Corduroy" by Don Freeman.

Story—Corduroy is a toy bear in a department store, sitting on a shelf with other toys. A girl comes to the store with her mother and wants to take Corduroy home. The mother says no, and points out that the bear is missing a button on his overalls. That night, when the shop has closed, Corduroy sets off through the store to find his missing button. He steps on an escalator accidentally and is taken up to the furniture department. Here he finds what seems to be his button attached to the mattress of a bed. In his efforts to pull the "button" off, he falls and knocks over a lamp. The night watchman hears the noise, finds Corduroy hiding under the covers of a bed, and returns him to his shelf. Next day, the girl and her mother come back to the store and buy Corduroy. The girl rushes up to their apartment to show Corduroy the little bed she has ready for him—and sews a new button on his overalls.

Audience—This book is suitable for reading to children of 3 or 4, and slightly older children could read it for themselves. The simple story of a bear finding a home (and a button) is likely to please young children because of its neat completeness. Also, the exploration of the store by Corduroy will probably appeal to young children, who may have felt just that unfamiliarity in such surroundings.

Activity—Reading and re-reading "Corduroy" will probably be enhanced by making a visit to a large department store. Take children on an escalator and to look around the bedroom furnishings, while reminding them of the adventures of Corduroy. Point out the "buttons" on mattresses and standard lamps like the one Corduroy knocked over. When reading the book again, take the children on an imaginary revisit to the real store, recalling incidents in both book and real life, so that the story becomes linked to their own experience.

Module 7 — Lesson Plans

The designing of curriculum for children and parents and the gathering of published materials, as described in earlier modules, come together when actual classes are being planned and implemented. The integration of parent and child instruction needs to be combined with variety of activities as well. Instruction should include both group and individual work, both teacher-led and learner-focused sessions, and, whenever possible and appropriate, outside speakers or facilitators to provide expertise and even more variety.

In programs that provide both adult and child education, it is important to coordinate these two components, so that it is the family which is receiving literacy assistance. For example, when young children are learning how to hold a book for reading and how to turn the pages, their parents can be shown a variety of ways of engaging the children's interest when they are reading to them. This can lead on to parent and child together sessions when both generations can practice the skills of book reading that they have been introduced to separately. They can then take the books and the skills home for further practice. Or, when the children are playing with the plastic food in the kitchen area of their classroom, the parents can be discussing how to introduce new vocabulary and color and shape concepts to the children. In subsequent imaginative play, the parents can ask their children to prepare and serve them a meal, while introducing the ideas they discussed earlier. Later, at home, the parents can involve the children in the preparation of real food and discuss with them their day at school. Such coordinated activities allow the reinforcement of concepts and practices for both child and parent.

In programs where the focus is on the child, and the parent's role is only supportive, it is still vital to keep assistance to parents in tune with the goals and activities that the program has for their children. For instance, adolescents may be reading fiction books about the problems of children living in the inner city. It will help their parents to answer questions and have useful discussions with the children, if they can be provided with factual information about safety, drugs and youth cultures. In a program that is targeting adolescents at risk of dropping out of school, their parents can be urged to join parent involvement programs at the school to find support from other parents and to help reinforce the message of the program. Again, seeing the family as the unit being assisted is the key to the success of a program.

These are just a few examples of the ways in which inter-generational activities can be coordinated in a family literacy program. In still other programs, parents and children may work together on a long-term joint project, with each generation contributing its own expertise, such as knowledge about the local community or computer skills. But, in all programs and whether parents and children are together or separate, an important factor to keep in mind is that different individuals learn in different ways, so that learning activities should be varied and adopt multiple approaches to the same skills—both within one class session and across sessions. This is important for adults, but even more so for children, whose attention span can be very short.

Such variety will not only accommodate a range of learning styles (see, for example, Baltimore County Public Schools, 1992), but also allow reinforcement of skills and concepts being learned while avoiding repetitive exercises. For example, information and advice about drug dependency could include visual approaches (reading articles and pamphlets, and writing about personal experiences), aural approaches (direct teacher instruction and group discussion), and activity approaches (participants going out to gather materials for the class from local agencies).

However, it is important for all participants that the majority of class time be spent in activities—doing a task is a much better way of learning new skills than listening to someone else describing how to do it. Once again, this is particularly important for children, whose ability to sit still and listen is very limited. Children need to play active games when they are learning alphabet rhymes, feel actual objects when they are counting, as well as build with blocks and paint with colors. Children will need assistance and encouragement during an activity to keep them moving along, but they will not respond well to detailed instructions beforehand. For them, doing is the essence of learning.

For adult participants, too, varied activities are the best way of learning. To some extent, there are natural sequences of approaches which can vary the learners' classroom experience. A topic is most often introduced by a brief teacher lecture and whole-class discussion. This may be followed by individual or small-group practice of skills, which in turn is rounded off with a feedback and summary session discussing what has been learned. However, this sequence can itself become too predictable and needs varying. Some lessons could start, for instance, with an individual exercise to activate prior knowledge, or with class presentations by learners of materials they have gathered since the last session. The key here is to combine a predictable framework that learners can become accustomed to and feel comfortable in, with enough variation to keep them interested and motivated.

In summary, family literacy classes for adults and adolescents should incorporate many kinds of variety, both in content and presentation:

- custom-designed and supplementary published material,
- teacher-prepared material and learner-provided material,
- teacher-led discussions and learner activities,
- both group and individual practice of skills,
- usual class teacher and outside experts,
- in-class skills practice and further practice at home.

Classes for young children should incorporate as many of these variations as are appropriate, and will usually need a change of activity more frequently than for older participants. Maintaining interest and involvement, and making literacy an enjoyable experience, should be a major goal of all family literacy programs.

Now read the article for this module:

- Baltimore County Public Schools. (1992). *Parents as Teachers Project. Learning styles*.

You may also want to look at the ERIC documents whose abstracts are included in the module (as well as others in the Introduction to Modules 3-8). Then use the example practice exercise to help you complete the assigned practice exercise for Module 7.

References

Baltimore County Public Schools. (1992). *Parents as Teachers Project. Learning styles.* Towson, MD: author. (ERIC Document Reproduction Service No. ED 367 862)

Selected ERIC Abstracts on this Topic

The following bibliographical entries are selected from the ERIC database. The articles themselves should be available at any education-related library, or through interlibrary loan. They can also be purchased directly from ERIC by calling the ERIC Document Reproduction Service at 1-800-443-ERIC.

Record 1 of 4 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED376325
TI - TITLE: Adding Family Numeracy to ABLE Programs.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Community Action Southwest, Waynesburg, PA.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 71 p.
PR - EDRS PRICE: EDRS Price - MF01/PC03 Plus Postage.
AB - ABSTRACT: This document consists of a brief final report and a handbook from a project conducted to develop family numeracy activities and incorporate them into adult basic and literacy education (ABLE) classes in two Pennsylvania counties. The 10 activities, which were designed to help adult learners foster the development of numeracy concepts/skills in their young children, cover the following topics: sizing, ordering, classification, one-to-one correspondence, counting, geometric shapes, units of length/distance, money, arithmetic operations, time, temperature, and fractions. The activities were pilot tested with 28 students in an ABLE classroom and packaged into learning packets that were distributed to parents involved in Even Start, Head Start, and adult basic education programs in Washington and Greene counties. Appended to the final report are the following: a chart detailing student/tutor evaluations of the activities, sample parent evaluations and staff/tutor questionnaires, and the staff/tutor handbook. Included in the handbook are information on numeracy and parents' role in teaching numeracy skills, descriptions of the 10 activities, and sample staff/tutor and parent evaluations for each activity. (MN)

Record 2 of 4 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED373597
AU - PERSONAL AUTHOR: Choonoo,-John
TI - TITLE: Project Mastery: A Family Literacy Program, Community School District 10. Evaluation Report, 1992-93. OER Report.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): New York City Board of Education, Brooklyn, NY. Office of Educational Research.
PY - PUBLICATION YEAR: 1993
NT - DESCRIPTIVE NOTE: 37 p.
PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
AB - ABSTRACT: Project Mastery was a family literacy program that served 30 adults and 40 children in its first year of operation. Participants were parents and adult siblings of present and past English-as-a-Second-Language programs and students of limited English proficiency (LEP) in kindergarten through grade 5. It was designed to support English language development in both adults and children, and also provided mathematics instruction to participating children after school hours. Child care and educational activities for preschool children were added to enable parents to attend project activities. A unique program feature was intergenerational ESL literacy classes to enable newly-arrived families to develop language skills rapidly and increase parent interest in children's schooling. Participating teachers were provided with staff development opportunities. The project met its objectives for parent involvement, and partially met its objective for children's development of English language skills. Objectives for adult English language skill development and mathematics could not be assessed. Recommendations for program improvement include modifying the objective for adult English language skills for better assessment, and augmentation of children's English language skills development, particularly through peer tutoring or individualized instruction. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Record 3 of 4 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED373153
AU - PERSONAL AUTHOR: Dodd,-John-M.; And-Others

TI - TITLE: Parents and Preschoolers: An Intergenerational Literacy Project. Evaluation Report.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Eastern Montana Coll., Billings.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 101 p.; Sign samples in Appendix B may not reproduce well.
PR - EDRS PRICE: EDRS Price - MF01/PC05 Plus Postage.
AB - ABSTRACT: An intergenerational literacy project involving economically disadvantaged parents, their preschool children, and preservice teachers was conducted at Eastern Montana College. Parents enrolled in the Head Start and Even Start programs attended sessions at which they were trained to be literacy tutors at training meetings and/or combination dinner/training sessions. Forty Even Start enrollees and 20 Head Start families attended the sessions. Four literacy tutors and 49 college students were trained to work alongside parents as literacy volunteers. Literacy services were provided at the Head Start and Even Start centers and at the local shelters for battered spouses and the homeless in Billings, Montana. The sites were furnished with 719 books and 35 backpacks of books-on-tape were developed for parents to check out and use at home. The project was considered highly successful and will be continued. (Appendixes constituting approximately 75% of this document contain the following: a list of more than 100 books recommended for parents and preschoolers; a parent interview form; parent-child observation checklists; a course syllabus; instructional materials inventories; and a handbook for conducting family literacy nights that includes lesson plans, overhead transparency masters, and student handouts.) (MN)

Record 4 of 4 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED348889
AU - PERSONAL AUTHOR: Rickabaugh,-Susan; And-Others
TI - TITLE: Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Elgin YWCA, IL.
PY - PUBLICATION YEAR: 1992
AV - AVAILABILITY: Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Malcomb, IL 61455 ($5).
NT - DESCRIPTIVE NOTE: 110 p.
PR - EDRS PRICE: EDRS Price - MF01/PC05 Plus Postage.
AB - ABSTRACT: A YWCA-based family literacy model curriculum in Elgin, Illinois is described. In 1990, the Elgin YWCA had the following program components in place: six daytime and five evening ability level classes for adults taught by certified teachers; a preschool English-as-a-Second-Language (ESL) program for 3- to 4-year-old children of adult students; child care for those under age 3; and a summer ESL program for children to sixth grade. More than 800 adults and 165 children are served annually. The 1-year grant enabled the Elgin YWCA to develop a parent-child instructional component for limited English proficient parents and to improve adult and children's literacy services. After a review of the program model, this report details the family literacy project curriculum, including the following parts: goals and design; curriculum overview; learning units for parents and preschoolers (building blocks for learning, storytelling, four areas of growth, family fun, and "booktime bedtime"); learning experiences for parents, babies, and toddlers; and ongoing support programs and special events (read-at-home, "drop everything and read" or DEAR, public library visits, computer keyboarding and process writing, family council, book friends, Dr. Zeuss celebration, poetry celebration, and harvest fest celebration). Appended are lists of selected resources and a reproducible kindergarten book. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

EXAMPLE PRACTICE EXERCISE FOR MODULE 7

MODULE 7 — LESSON PLANS

Plan the outline of 5 hours of activities for the family literacy topic "Wind and weather" described below. Set out an overview of your plan, including objectives, materials and activities connected with your teaching. (You do not need to produce the materials—just describe what they would be.)

> **Wind and weather**
> The families in a program are planning to make kites and fly them. In preparation for this, the parents are learning about weather systems and the operation of wind on kites and airplane wings. The children are practicing cutting out paper shapes and glueing them together in preparation for making the pieces of the kites.

Example practice exercise

Objectives:

Parents—to understand how to read weather maps and forecasts; to appreciate the relation between winds and pressure systems; to understand the action of air on kites and airplane wings; to communicate their understanding to their children as they make the kites (using explanations and expanding vocabulary and language use)

Children—to acquire skill and dexterity in cutting, shaping and glueing; to learn about the wind and kite-making and -flying.

Families—to work together building kites, to discuss what they are doing and share ideas and explanations.

Plan for 5 one-hour lessons (2 for parents, 1 for children, and 2 for parents and children together):

Lesson 1 — Parents

Materials: several newspaper weather pages with maps and forecasts; list of questions about one of the pages (e.g., maximum temperature in A, forecast for B, areas of rain, warmest places).

Activities: class discussion of weather knowledge (cold from north, rain from west, etc) and possible reasons; start as class on list of questions, breaking into small groups to continue; then students develop their own questions about places that interest them; final discussion on weather patterns observed.

Lesson 2 — Parents

Materials: several newspaper weather pages with maps and forecasts; several different models of kites; model of aircraft wing; books on flight (with lots of pictures).

Activities: class discussion on causes of wind directions; activity in pairs comparing weather maps with forecast winds, leading to class discussion of high and low pressure systems; class discussion on why kites and airplanes stay up; small group investigation of available models (consulting books as desired), each group reporting back to class.

Lesson 3 — Children

Materials: colored paper, fabric, string, glue, scissors, knives; sheets of prepared outline drawings of shapes to cut out; models of cutout linked figures and paper planes/glider.

Activities: start with easy outline drawings, cutting around outlines; make cutout linked figures (by multiple folding and then cutting); make paper planes/gliders by folding (and fly them).

Lesson 4 — Families

Materials: wood, paper, fabric, string, glue, scissors, knives; directions for making kites; several different models of kites; model of aircraft wing; books on flight (with lots of pictures).

Activities: parents and children make kites together, cutting out pieces and fastening them together; they discuss why kites must be light but strong, how kites fly in the wind, etc., using models and reference books as desired.

Lesson 5 — Families

Materials: kites made in Lesson 4.

Activities: fly kites in local park or other open space; parents and children discuss the performance of their kite and compare it with the others; watch clouds moving in the wind and discuss the weather and weather patterns.

ED 367 862

PARENTS AS TEACHERS PROJECT

– Excerpts –
Some handouts have been deleted

LEARNING STYLES

U.S. DEPARTMENT OF EDUCATION
[illegible]

Baltimore County Public School

ADULT EDUCATION
makes the difference

Bert A. Whitt, Director
Office of Adult Education

DOCUMENT RESUME

ED 367 862 CE 065 936

TITLE	Parents as Teachers Project. Learning Styles.
INSTITUTION	Baltimore County Public Schools, Towson, Md.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	30 Jun 92
NOTE	84p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Basic Education; Cognitive Style; Elementary Secondary Education; *Family Programs; Handicrafts; Learning Activities; *Literacy Education; *Parent Child Relationship; *Parent Education; Parent Influence; *Parents as Teachers; *Parent Workshops; Prereading Experience; Preschool Education; Program Effectiveness; Self Esteem
IDENTIFIERS	353 Project; *Family Literacy

ABSTRACT

The primary objective of the Parents as Teachers project was to present a series of workshops to help parents understand the vital role they play in their children's preschool and educational development and help them develop techniques to encourage children to read, participate with their children in various craft and educational activities, and build their children's self-esteem. Parent-child interaction activities were presented, and educational personnel served as models to reinforce target skills. Home visitors visited homes to help parents with specific needs. During the project grant period, 131 families attended family workshops and family nights. At least 35 families attended programs for 3 or more months. Among the workshop participants were 8 families from local adult literacy classes, 34 families receiving Aid to Families with Dependent Children, and 88 families from shelters. All of the parents participating in a project evaluation meeting reported spending much more time reading to their children, and many reported attending more activities at their children's schools. (Attached to this report are a handout on learning styles, guidelines and games for encouraging children to read, instructions for 22 craft projects, and self-esteem activities.) (MN)

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* from the original document. *

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FINAL SEC. 353 PROJECT REPORT SUMMARY
FISCAL YEAR 1992
(Program Year July 1, 1991 - June 30, 1992)

Title of Project: Parents As Teachers Project

Grant Period: 10/1/91 to 6/30/92

Grant Amount: $26,000.00

Contact Name: Elizabeth Anne Young

Address: Baltimore County Public Schools
6901 N. Charles Street
Towson, MD 21204

Telephone: (410) 887-5792

Project Description:

Through this project, parents learn the vital role they play in their children's pre-school and school educational development. Parenting workshops are given to help these parents develop techniques to effectively read to their children, choose age-appropriate books, go on field trips, choose toys, help with homework, and make and play games with their children. Parent/child interaction activities are designed to reinforce these target skills. Modeling is done by educational personnel to again reinforce skills that are taught. Home visitors visit homes to help parents with specific needs.

Project Outcomes:

One hundred and thirty-one families attended family workshops and family nights during this grant period. At least thirty five families attended programs for three or more months. Eight families came from Adult literacy classes in Lansdowne. One grandmother brought her granddaughter and non-reading daughter. The daughter then joined her mother in a literacy class. Thirty-four Project Independence Families (A.F.D.C.) were part of our project. Eighty-eight families came from shelters.

In an evaluation meeting held with our parents, all parents shared that they have read much more with their children since starting our project. One mother shared that her family now plays one of the games given to them by our project every night. An overwhelming majority voiced that they have attended more activities at their children's schools.

Div. of Adult Education
U.S. Dept. of Education

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Questionnaires were sent to the teachers of children in the project. Responses were very positive. Teachers reported that the children came to school and told the other children about the activities. Many of the children were so proud of going to a program with their mothers. A high school teacher even shared with the office the incredible change she had seen in one of her students. This was significant because she taught this boy for two years and she couldn't believe the change since he had been part of the project. Fifteen teenagers came to our activities, helped by reading to and interacting with the younger children, and continued to come back. Many times the teen would read the books given out because they missed them as young children.

The Office of Adult Education applied for and received a grant from the 7-Eleven Read to Succeed Program to continue this project in June and July. Forty families attended the workshop and a family field trip to the Zoo in June and twenty-six families attended a workshop and a day trip to Cloisters Children's Museum in July. Books and materials have been donated to the project from numerous churches and businesses.

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Conclusions/Recommendations:

The positive response this program has received has been incredible. Parents were very receptive to information and help that was given them. Most shared that education was not important in their families when they were growing up so they didn't know how to help their children. The books and materials which were provided were very appreciated and utilized. Modeling was the best teaching technique for the parents because many had no experiences to draw on as to how to parent in a positive way.

Description of Products (if any):

Seven video tapes were made of our family workshops. Booklets were designed on each workshop theme. A slide presentation was developed to share the project with other educators.

Products are Available from: Baltimore County Public Schools,
Office of Adult and Alternative Education, 6901 N. Charles St.,
Towson, MD 21204, (410) 887-5792

Cost: Reproduction cost & supplies

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LEARNING STYLES INTRODUCTION

*Learning style is like a fingerprint. No two are alike.

PARTS OF LEARNING STYLE:

ENVIRONMENT -

Sound (Or no sound?)

Light (How much? What kind?)

Temperature (hot/cold)

Design (formal/informal)

EMOTIONAL ELEMENTS -

Motivation - Anyone will learn if taught in the way they learn best and learn what they want to know. To be motivated, though, they must feel success.

Persistence - Being able to stay with something to learn.

Responsibility - This only comes when a student is able to do what is asked without fear, embarrassment.

STRENGTHS -

Auditory (hearing)

Visual (seeing)

Kinesthetic (doing)

Tactical (touching)

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DOES YOUR CHILD -

- like to look at picture books
- point out visual things
- watch television for a long period of time

LEARNING STRENGTH MAY BE VISUAL.

DOES YOUR CHILD -

- like to listen to music
- follow oral directions easily
- can repeat sounds exactly

LEARNING STRENGTH MAY BE AUDITORY.

DOES YOUR CHILD -

- like to draw
- like cooking an crafts
- like to color
- like to play with play dough, blocks, puzzles

LEARNING STRENGTH MAY BE TACTUAL.

DOES YOUR CHILD -

- LIKE MOVEMENT
- NOT LIKE TO SIT FOR VERY LONG
- LIKE OUTDOOR GAMES AND SPORTS
- ALWAYS SEEM TO BE IN MOTION

LEARNING STRENGTH MAY BE KINESTHETIC.

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SUCCESS THROUGH LEARNING STRENGTHS

STRENGTH	LEARNING IS BEST WHEN USING:	AT HOME:
Hearing (auditory)	tapes, records, discussions, teacher talks through learning	Use a tape recorder to study, discuss, play auditory games
Seeing (visual)	Reading, drawing pictures, coloring, making webs, watching television	Write directions; make pictures; use index cards, coloring, magic markers, posters; read ahead
Doing (Kinestetic)	Acting out, moving (whole body is part of the learning)	Acting out, making games and playing them, crafts, tracing, puzzles, field trips
Touching (Tactual)	floor games, writing, tracing, using computers (hands on way to learn)	Make games; use things that can be felt like crayons, chalk, clay, sandpaper; write everything; make index cards; trace and copy words and factors to be learned; make puzzles

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USING MANY SENSES

SEE IT! SAY IT! FEEL IT! DO IT!

WAYS TO DO IT:

* Saying and tracing

* Games - make them and play them

* Index cards and a tape recorder

* Make drawings

* Make puzzles

* Use clay, sandpaper, chalk, crayon, sand

* Books with records

* Record your own books

* Make posters

* Put words next to objects in your home

* Make learning fun

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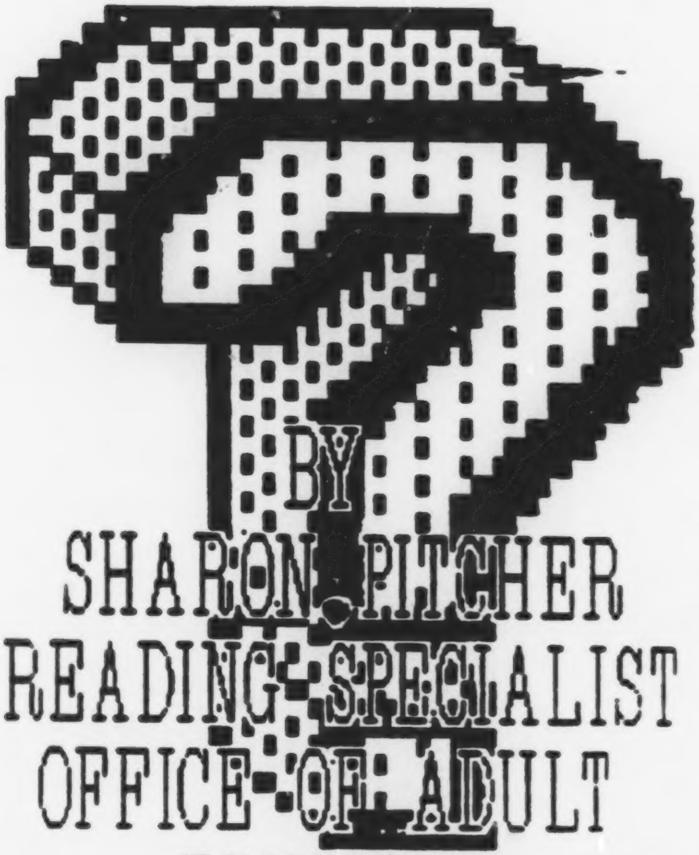
MEDICAL INFLUENCES THAT EFFECT LEARNING STYLE

- EAR INFECTIONS
- ALLERGIES
- VISION PROBLEMS
- DIET
- LACK OF DOMINANCE

HOW TO ENCOURAGE YOUR CHILD TO READ



BY
SHARON PITCHER
READING SPECIALIST
OFFICE OF ADULT
EDUCATION
BALTIMORE COUNTY
PUBLIC SCHOOLS

HOW TO ENCOURAGE READING SO IT BECOMES A LIFE-LONG ACTIVITY:

*TAKE TIME TO READ TO YOUR CHILD FROM THE YOUNGEST TO THE OLDEST.

*READ WITH YOUR CHILD. LET THEM CATCH YOU READING.

*HAVE BOOKS, MAGAZINES AND NEWSPAPERS IN YOUR HOUSE.

*MAKE FAMILY TRADITIONS AROUND READING.

*GO THE LIBRARY AS A FAMILY. HELP YOUR CHILD CHOOSE BOOKS THAT THE CHILD WILL ENJOY. FIND BOOKS ABOUT THINGS YOUR CHILD IS INTERESTED IN. GET YOUR CHILD A LIBRARY CARD.

*PLAY GAMES TOGETHER THAT REQUIRE READING.

*GIVE BOOKS AS PRESENTS.

*REWARD YOUR CHILD FOR READING.

WHAT NOT TO DO IF YOU WANT TO ENCOURAGE YOUR CHILD TO READ?

*DON'T PUNISH YOUR CHILD BY FORCING HIM OR HER TO READ.

*DON'T DO THE CHILD'S HOMEWORK. THIS GIVES THE CHILD THE MESSAGE THAT THEY CAN'T DO IT THEMSELVES. DO NOT SIT NEXT TO THEM WHEN THEY ARE DOING HOMEWORK. LET THEM DO IT, YOU LOOK IT OVER, GIVE SUGGESTIONS, REWARD GOOD WORK, AND CONSULT TEACHER IF THE CHILD HAS A LOT OF PROBLEMS.

*DON'T TRY TO TEACH YOUR CHILD SOMETHING BEFORE THE TEACHER DOES.

*DON'T DRILL THEM FOR HOURS. TRY GAMES INSTEAD OF FLASH CARDS.

*DON'T TRY TO FORCE YOUR CHILD TO STUDY IN THE ATMOSPHERE THAT IS MOST COMFORTABLE FOR YOU. TRY TO GUIDE YOUR CHILD TO FIND THEIR OWN LEARNING STYLE.

*DON'T PUNISH POOR GRADES UNTIL YOU KNOW WHY THE CHILD EARNED THAT GRADE.

WHAT SHOULD YOU READ TO YOUR CHILD?

*FOR SMALL CHILDREN, CHOOSE BOOKS WITH RHYME, REPETITION, AND WAYS THEY CAN HELP YOU TELL THE STORY.

SOME EXAMPLES THAT YOU CAN USE:

CHICKEN SOUP WITH RICE
(Sendak)
PIERRE (Sendak)
DRUMMER HOFF
BERENSTAIN BEAR BOOKS
NURSERY RHYMES
PATTY WOLCOTT'S BOOKS

*IF YOUR CHILD IS FRIGHTENED ABOUT SOMETHING OR YOU WANT TO TALK TO THEM ABOUT SOMETHING, READ A BOOK TO THEM ABOUT ANOTHER CHILD WHO HAS THE SAME PROBLEM.

SOME EXAMPLES THAT YOU CAN USE:

CHARLOTTE ZOLOTOW'S BOOKS
MERCER MAYER'S BOOKS
EZRA JACK KEATS' BOOKS

*AS YOUR CHILD GETS OLDER (AROUND 6 OR 7) FAIRY TALES AND FABLES ARE AN EXCELLENT CHOICE FOR

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BEDTIME STORIES. THEY ALSO HELP YOU TALK TO YOUR CHILD ABOUT VALUES.

*AS YOUR CHILD GETS TO THE THIRD OR FOURTH GRADE, GET LONGER BOOKS THAT YOU CAN READ TOGETHER A FEW PAGES A NIGHT. THEY MAY READ A PAGE AND YOU READ A PAGE.

SOME EXAMPLES THAT YOU CAN USE:

LITTLE HOUSE ON THE PRAIRE SERIES.

JUDY BLOOM'S BOOKS

THE RAMONA SERIES BY BEVERLY CLEARY

WIZZARD OF OZ

*FOR OLDER CHILDREN, TAKE TIME TO ENJOY THE CLASSICS TOGETHER. YOU MAY HAVE MISSED THEM AS A CHILD AND WILL ENJOY THEM AS MUCH AS YOUR CHILD.

SOME EXAMPLES THAT YOU CAN USE:

SECRET GARDEN

LITTLE WOMEN

ADVENTURES OF TOM SAWYER

ANNE OF GREEN GABLES

CALL OF THE WILD

THE CAY

THE LION, THE WITCH AND THE WARDROBE

JOHNNY TREMAIN

WRINKLE IN TIME

NANCY DREW MYSTERIES

CHOOSE YOUR OWN ADVENTURE STORIES

SIGHT WORD GAMES

THE FOLLOWING ARE ALL GAMES THAT CAN BE PLAYED WITH SIGHT WORDS. ALL THAT YOU NEED ARE TWO SETS OF THE WORDS THAT YOU WANT TO PRACTICE:

1. Concentration: lay all the cards down and each player turns over two, reads the cards and tries to make matches.

2. Pairs Card Game: Each player is dealt five cards. It is played similar to rummy. The purpose is to make pairs by asking for a certain word and pulling if the person you ask doesn't have it. The person to go out first wins.

3. Take away: Lay out five cards, the child reads them and then covers his eyes. Take one card away. The child has to name the word taken away.

4. Lay out five cards and give the child a sentence with a word missing and he has to choose a word from the cards laid out.

Patterning is also an excellent way to increase the child's reading level. The following are games that can be made for vowel patterning:

1. Think of six words for about five word families. (Such as at, ip, ive, ate, etc.) Make cards with the words on it and about five wild cards. Each person is dealt five cards. One is turned up. The child tries to play a card with the same vowel pattern on it or beginning with the same letter. If he can't play one, he can use a wild card to change the pattern or pull a card. The first player out wins.

2. Play a rhyming game. How many words can you write in a minute that rhyme with "cat," etc. Or make up little funny rhymes such as:" The cat sat on the rat's hat'.

3. Make dominoes with ryhyming words instead of numbers. The child can build by matching the rhyming words. This could be played [illegible] by one child.

A VERY IMPORTANT TIP:

IF A CHILD JUST CAN'T SEEM TO GET A WORD, EITHER A SIGHT WORD OR SPELLING WORD, PUT THE WORD IN BLACK LETTERS ON A WHITE PAPER OR CARD AND HAVE THE CHILD SAY THE WORD, THEN TRACE IT SAYING EACH LETTER ALOUD. DO THIS A FEW TIMES UNTIL HE CAN WRITE IT FROM MEMORY. THIS USES ALL THE SENSES.

ALSO, NEVER SPELL A WORD ALOUD FOR A CHILD. WRITE IT ON A PIECE OF PAPER AS YOU SPELL IT ALOUD AND GIVE THE CHILD THE PAPER. THIS EMPLO [illegible] SENSES AND THE CHILD IS MORE LIKELY TO REMEMBER THE WORD.

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HAND TEST

IF YOU WANT TO KNOW IF A BOOK IS ON YOUR CHILD'S READING LEVEL, DO THE FOLLOWING:

1. OPEN THE BOOK TO ANY PAGE IN THE BOOK.

2. HAVE YOUR CHILD READ THE PAGE ALOUD TO YOU. EVERYTIME THE CHILD MAKES A MISTAKE, PUT DOWN ONE FINGER ON YOUR HAND. IF ALL FINGERS ON YOUR HAND ARE DOWN, THE BOOK IS TOO DIFFICULT.

3. THEN ASK THE CHILD A FEW SIMPLE QUESTIONS ABOUT WHAT HE READ, IF HE HAS MADE LESS THAN FIVE MISTAKES AND ANSWERS THE QUESTIONS, IT IS THE CORRECT READING LEVEL FOR HIM.

HOW YOU CAN SHARE THE NEWSPAPER WITH YOUR CHILD?

*READ THE COMICS TOGETHER.

*DO THE CROSSWORD PUZZLE WITH AN OLDER CHILD.

*READ "THE KIDS PAGE" TOGETHER.

*HELP THEM TO FIND WHEN A T.V. SHOW IS GOING TO BE ON.

*PLAY A GAME WHERE THEY TRY TO FIND INFORMATION IN THE PAPER.

* USE THE PAPER TO PRACTICE LETTER AND WORD RECOGNITION.

*WHEN SPECIAL EVENTS HAPPEN, HELP THE CHILD CUT OUT PICTURES AND STORIES TO MAKE A SCRAP BOOK.

*COOK FROM RECIPIES IN THE PAPER.

*IF YOUR CHILD WANTS A SPECIAL TOY, HAVE THEM READ THE NEWSPAPER ADS TO FIND IT ON SALE.

Snatch the Cheese

Objective

The student will practice reading words, phrases, or sentences from stimulus cards.

Materials

Game sheet
Poster board
Stimulus cards
A die
Game pieces

Making the Game

To make the gameboard, reproduce the game sheet on poster board. For longer durability, laminate the gameboard.

Playing the Game

The first player reads a stimulus card, rolls the die, and moves a game piece the number of spaces indicated on the die. A player who lands on a mouse space must follow the directions there. The game continues with players taking turns. The first player to snatch the cheese (by landing on it) on the exact number of spaces specified on the die is the winner.

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Eat'm

Objective

The student will practice reading words, phrases, or sentences from stimulus cards.

Materials

Game sheet
Poster board
Stimulus cards
A die
Game pieces

Making the Game

1. To make the gameboard, reproduce the game sheet on poster board. For longer durability, laminate the gameboard.
2. If desired, paste or tack a real doughnut bag over the bag illustrated on the gameboard.

Playing the Game

The first player reads a stimulus card, rolls the die, and moves a game piece the number of spaces indicated on the die. A player who lands on a doughnut marked *special* advances to the space indicated by the arrow. A player who lands on a doughnut labeled *sold out* must go back to the space indicated by the arrow. The game continues with players taking turns. The first player to reach the last doughnut on the exact number of spaces specified on the die is the winner.

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Up and Away!

Objective

The student will practice reading words, phrases, or sentences from stimulus cards.

Materials

Game sheet
Poster board
Stimulus cards
A die
Game pieces

Making the Game

To make the gameboard, reproduce the game sheet on poster board. For longer durability, laminate the gameboard.

Playing the Game

The first player reads a stimulus card, rolls the die, and moves a game piece the number of spaces indicated on the die. A player who lands on a space containing directions must follow those directions. The game continues with players taking turns. The first player who arrives at *end* on the exact number of spaces specified on the die is the winner.

Variation

To increase the number of words drilled, more than one circuit around the gameboard may be made.

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Gametown, USA

Objective

The student will practice reading words, phrases, or sentences from stimulus cards.

Materials

Game sheets
Poster board
Stimulus cards
A die
Game pieces

Making the Game

To make the gameboard, reproduce the two game sheets on poster board. For longer durability, laminate the gameboard. Tape the two boards together.

Playing the Game

The first player reads a stimulus card, rolls the die, and moves a game piece the number of spaces indicated on the die. A player who lands on a space containing directions must follow those directions. The game continues with players taking turns. The first player to travel through Gametown, USA, and reach the *end* of the trip is the winner.

''8

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The Spider and the Fly

Objective

The student will practice reading words, phrases, or sentences from stimulus cards.

Materials

- Game sheet
- Poster board
- Stimulus cards
- A die
- Game pieces

Making the Game

To make the gameboard, reproduce the game sheet on poster board. For longer durability, laminate the gameboard.

Playing the Game

The first player reads a stimulus card, rolls the die, and moves a game piece the number of spaces indicated on the die. A player who lands on a space containing directions must follow those directions. The game continues with players taking turns. The first player to reach the spider is the loser.

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Module 8 — Evaluation

Evaluation is a critical part of establishing a successful family literacy program. The purpose of evaluating a program is to assess how effectively the needs of the families are being met. A thorough evaluation can document a program's successes and point out areas that need improvement. The assessments used should be chosen to match program goals and instructional practices. When an effective evaluation is based on learning objectives, it can also serve as the basis for continued funding.

A program evaluation should be based on the achievement of goals as measured by assessments of participants both before and after program attendance. A variety of measures should be used to assess the program's impact. Program goals may include attaining gains in literacy ability for children and adults, enhancing the literacy interactions of parents and children, and involving learners in literacy activities at home and with family.

Evaluation can be conducted at various levels of formality, from the use of published tests to brief questionnaires asking participants how satisfied they are with the program. The approach taken by a particular program will depend on its goals, its length—and the need to convince funders that the program is working. For example, if the program meets once a month for a few hours to raise the interest of children in reading, it is probably inappropriate to undertake a detailed evaluation with extensive testing. In order to find out if such a program is working, the most suitable evaluation instruments would be informal interviews and questionnaires about participants' reading practices, designed to assess any changes that have taken place.

However, a program that meets daily and educates both parents and children is committing more resources to achieving its goals and will need to justify that expenditure of money and time by a more formal evaluation structure. The evaluation of such a program should include testing of both adults and children, assessments of family literacy practices and beliefs, as well as measures of participant satisfaction with the program. In order to measure *changes* in abilities, practices and beliefs, the assessments should be conducted both pre and post—i.e., when families enter the program and on exit or after a suitable period of time such as a semester or school year. Only by comparing pre- and post-assessment results can a program show that it is making a difference to the families it is serving.

Custom-designed assessments, standardized tests, ratings of family practices—and other less formal measures such as surveys and interviews—can all contribute to evaluating the impact of a family literacy program. Thus, for example, multiple measures such as a custom-designed questionnaire on reading practices at home, program records of books read, and teacher ratings of parent/child interactions during reading could be used to assess a goal related to increasing family reading practice. Using several different measures will ensure that the program's total impact is clearly demonstrated.

Custom-designed assessments. As goals are being set and curriculum is being designed, assessments should be developed than can be used as pre- and post-measures to determine the extent of gains as a result of instruction. The assessments should reflect as closely as possible the objectives of the program, and be relevant to both teaching and families' needs. Preferably, the same assessment should be used both pre and post. This will allow the average scores to be compared for a group of participants to determine the extent of change that took place. For example, a structured interview about families' reading and writing practices at home could be used to assess a program's effectiveness at transferring practices from class to home.

Standardized tests. For both children and parents, there are a number of published tests available which can be used to measure the abilities of program participants against national norms. In programs of longer duration, the results of such tests can be particularly effective at showing gains for families that start a program very low on these scales.

For young children, two tests of readiness for school that are commonly used are the Peabody Picture Vocabulary Test (PPVT) and the Child Observation Record (COR). The PPVT deals with children's knowledge of basic vocabulary, and the COR requires teachers to assess children in the areas of initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. Typically, the children in at-risk families score in the lowest 5-10% of their age-group on these tests before attending a program, but can rise into the average range after a year of pre-school and other family literacy activities. Demonstrating such gains is a very powerful argument that a program can use for its continued funding.

For adults, using standardized tests can provide two benefits to a program. First, the test can be used to measure learners' current ability levels, in order to determine appropriate learning materials for them. The Test of Adult Basic Education is often used, but it is less useful to a family literacy program than tests that use more realistic tasks such as the CASAS Life Skills Assessment or the Test of Applied Literacy Skills. Secondly, as with custom-designed measures, pre- and post-test results can be compared to assess the extent of learner gains. Unlike custom-designed measures, however, standardized test results will show the greatest improvement when post-tests are administered after a longer instructional time (i.e., a semester or a year). This is because standardized tests measure more general literacy skills, and significant gains in general literacy will not usually occur as a result of participating in a brief program.

Teacher ratings. Another method of assessing program impact on families is through teacher ratings of family practices. These assessments are a series of anchored rating scales that are custom-designed to suit a particular program. In this method, program designers meet to discuss which aspects of family practices should be rated and to pool ideas that describe family behaviors. Scales are then developed which include descriptions of top, bottom and average behaviors for each aspect of family practices being rated. When used as pre- and post-assessments, these custom-designed ratings can measure the extent of perceived changes in family practices. Such rating scales can also be constructed with the help of program participants, which will allow clarification of the details of program objectives and, in use, allow participants to see their own progress in areas that are often difficult to quantify.

Less formal measures. In addition to the measures discussed above, less formal interviews and surveys can also be used to measure a program's impact. For example, individual and small-group interviews with parents can be used to learn their opinions of program effectiveness. Surveys can be taken that ask learners for their opinions of course content and its relevance to their families and outside interests. Although they are not as specific as pre- and post-assessments, these methods can still provide valuable insight into the perceived effectiveness of a family literacy program.

Long-term effects. Many family literacy programs have long-term goals, such as improving children's chances of success in school or moving adults off welfare and into employment. The results of the programs in these areas may take years to become evident, so not all programs will have the resources to conduct such long-term tracking of former participants. However, if a program can do this, providers will obtain valuable information about the permanent impact their program has had on the families they served.

To summarize, assessments should be designed to match instruction and to measure achievement of program goals. They should be used as pre- and post-measures to evaluate the extent of learner achievement. Standardized tests can also be used to assess gains in general literacy ability as a result of long-term instruction. Program records and teacher ratings can measure the program's impact on family practices. Finally, more informal measures such as interviews and opinion surveys will also reveal information about the perceived contribution a program is making to participating families and the community.

Now read the articles for this module:

- Parenting rating scales.
- Evaluation of Parent/Child Interactions.

Also read again pp. 35-36 of the LVA Handbook (Literacy Volunteers of America, 1991) and look at some reports such as the Even Start evaluation (St. Pierre et al, 1995) and the National Center for Family Literacy evaluations (for example, National Center for Family Literacy, 1991). You may also want to look at the ERIC documents whose abstracts are included in the module (as well as others in the Introduction to Modules 3-8). Then use the example practice exercise to help you complete the assigned practice exercise for Module 8.

References

Literacy Volunteers of America. (1991). *How to add family literacy to your program.* Syracuse, NY: author.

National Center for Family Literacy. (1991). *Follow-up study of the impact of the Kenan Trust model for family literacy.* Louisville, KY: author.

St. Pierre, R., Swartz, J., Gamse, B., Murray, S., & Deck, D. (1995). *National evaluation of the Even Start Family Literacy Program: Final report.* Cambridge, MA: Abt Associates Inc.

Parenting Rating Scales

In your family literacy program, you will probably want to measure changes in parents' skills and practices in various areas of parenting. These are likely to include some of the following:

- reading with their children,
- writing with their children,
- playing with their children,
- talking with their children,
- providing literacy materials in the home,
- modeling literacy practices for their children,
- their aspirations for their children's future education, and
- their knowledge of stages of child development.

You will also probably want to measure changes in the children's literacy-related skills and practices. These are likely to include some of the following:

- reading or pre-reading activities,
- writing or pre-writing activities,
- conversational ability, and
- cooperation with other children.

Records of observations of parents and children will give you an informal impression of how families are progressing in these areas, but will not allow an overall measure of change. For that you need some kind of rating scale to use when families enter the program and at later stages of their participation. Such numerical ratings will not only give an assessment of the change for individual families, but also allow you to produce overall average figures for the program to show how successful it is.

Rating scales with anchoring descriptors for some of the numerical scores are more reliable than those without, because the descriptors allow a rater to compare the behavior of the individual being rated with the listed behaviors. This means that each rater is more likely to remain consistent over time, and several different raters are also likely to be consistent with each other.

These rating scales are most often completed by program teachers, but can also be used as self-ratings by program participants who are adults or older children. If participants complete the ratings, it allows them to measure their own progress for areas in which it is often difficult to see change from day to day, giving them added confidence to continue in the program.

Developing the scales

Program personnel should decide which aspects of program goals and activities are suitable for assessing by rating scales, and then develop the scales as follows.

The first step is to outline the behaviors that correspond to good, bad and average performance of each skill or practice being assessed. The behavior of actual participants should be used to inform the nature of these descriptions. These behaviors will be used to provide the anchors for the rating scales.

Next draft the rating scales and circulate them to those who will be using them for comment and possible revision. Sometimes during revision, complex scales split to become two separate scales.

Examples of scales appear on the following page.

EXAMPLE: FAMILY LITERACY RATING SCALE

Parent Assessment of Reading with Child

Please rate each parent on a scale of 1 - 5 for each aspect below.

NAME ____________________ **DATE** ________________

1. Parent's reading ability and expression

1	2	3	4	5
very poor reader, stumbles over words, little expression		moderate reader, sense is always clear, but not much expression		very good reader, easy to listen to, lots of expression and variety of voice

2. Amount of talk about the books

1	2	3	4	5
parent reads books straight through, with little or no comment; child just listens silently		parent points at pictures, and asks some questions; child replies to questions, but says little else		parent points at text and pictures, and asks lots of questions; child comments often and asks questions

3. Nature of parent's questions during reading

1	2	3	4	5
very few questions, mostly to attract child's attention		frequent questions, but mostly about details in text and pictures		many open-ended questions about book and its relation to child's life

National Center for Family Literacy

Evaluation of Parent/Child Interactions

Interview developed by
Larry Mikulecky and Paul Lloyd
Indiana University

1994

Introduction

This handbook provides guidelines for use in conducting the evaluation of parent/child interactions in your family literacy program. Programs gather a great deal of information on improvement in adult literacy abilities and in children's literacy abilities. However, there is also a need to gather information on changes in the interactions between parent and child, which may involve modifications in family lifestyles and attitudes. It is important to find out:

- how often parents help their children with literacy activities (e.g., how often parents read to their children),
- how often children practice literacy activities (e.g., how often children print, write or scribble),
- how often parents buy or borrow books for their children (e.g., how often parents take their children to the library),
- how much parents model literacy activities for their children (e.g., how often children see their parents reading),
- what the parents' expectations are for their children (e.g., what grade or degree parents see their children achieving).

As part of a broader evaluation of program impact, program providers and the National Center for Family Literacy are working together to gather information in these areas. The impact these behaviors and attitudes have on family literacy is great, but it is seldom measured. It is important to take these factors into account because they often have lasting effects on the parents' and the children's lives. Parents who encourage their children to read and write at an early age are encouraging a love of learning that can last a lifetime. Unfortunately, this is not measured by standardized tests. Many of your program's greatest accomplishments cannot be measured without an interview such as this.

Guidelines for Conducting Interviews

The parent interview addresses changes in family lifestyles and attitudes. The information that you obtain will give you a deeper understanding and more specific diagnosis of your students. It will also allow you insight into your students' lives and help you get to know your students better. Often teachers do not have enough time to speak with each parent about their interactions with their children. This interview allows you an opportunity to see what kinds of effects your program is having on your students' families.

The interview will be used as a pre-assessment and post-assessment, so that we can see what changes take place while these parents are in your program. You will

- **pre-interview** the parents as soon as possible at the start at the program and
- **post-interview** them after they have attended for a total of **100 - 120 hours of combined PACT time and parent time.**

It is essential that the pre-interview and post-interview are conducted in **exactly the same way**, so that changes in responses can be attributed to attendance at the program.

Appropriate skills for conducting interviews are required to gain accurate information. It is often hard to speak with adult students without using verbal praise in response to their answers. **If you praise a student's answers, you will be making the interview invalid, because you are likely to influence the student's future responses.** Here are some other basic points to keep in mind when interviewing.

- Share the interview with parents and let them read along.
- Read the questions clearly.
- Repeat questions if necessary.
- Make notes on the responses in as much detail as possible.
- Share what you have written to confirm answers.

Prompting

Prompting is used with certain questions when parents stop after a single response. For example, after asking the first question ("Why do you think some children learn to read and write well in school and others don't?"), you can prompt them to give more examples. However, you should use only the standard prompt, exactly as it is written on the interview form.

Detailed guidelines follow for each section of the interview.

Guidelines for Section A

These questions are open-ended requests for information about how parents behave with their children. To make sure you get a full response, read the question and then the standard prompt to all parents: "Can you give me more examples?" Continue to ask this until the student can't think of any more examples.

Guidelines for Section B

These questions are seeking the parents' opinions about issues of child development, asking if they agree or disagree with a series of statements. For these questions, describe what is required using the wording on the form, and then read each statement clearly, repeating it if necessary.

Guidelines for Section C

This section contains questions that ask the parents to state the number of times, in either the last week or the last month, various activities have taken place. Here we are concentrating on the particular child that is in the program, so use that child's name in each question. The activities include the child reading books and the parent taking the child to the library. Ask the parent for examples of the activity and use them to work out how many times the activity has taken place. On the number line, circle the number of times or write it in if it is more than nine. (Circle zero if the parent replies evasively in a way that means zero — don't push too hard.)

Reminders

- Avoid guiding the parent and suggesting possible responses.
- Avoid personal interpretation and comments.
- Keep a neutral tone.

Remember that all parents must be post-interviewed after 100 - 120 hours of combined PACT and parent time.

They must be pre-interviewed and post-interviewed in exactly the same way.

Parent Interview

Introduction *(Interviewer: please read to parent.)*

We want to find out how well this program is doing, so we are interviewing the parents who come here. I'm going to ask you some questions about your child(ren) and activities you do with them. This information will be sent to Indiana University and will not be given to anyone else.

Pre / Post (circle one)

Program City ____________________ Program Site ______________________

Parent ________________________ Social Security Number _______________

Interviewer ________________________ Date ______________

For post-interview: hours of PACT + Parent Time _________

Information about your children

Name	Age	Does child live with you?	Social Security Number

(Interviewer: If the parent has only one child in the program, omit the following three lines. If there is more than one, circle the name of the child mentioned and use that name in Section C.)

During the interview you will be asked about the time you spend with your children. For some questions, we will want you to answer for just one child. Which child enrolled in the program do you spend the most time with?

Section A

1. Why do you think some children learn to read and write well in school and others don't?

   (*Prompt*: "Can you give me more examples?" *Continue to ask this until the parent can't think of any more examples.*)

   (*Thank the parent and share what you have written to confirm the response.*)

2. What do you think parents can do to help their children learn to read and write better?

   (*Prompt*: "Can you give me more examples?" *Continue to ask this until the parent can't think of any more examples.*)

   (*Thank the parent and share what you have written to confirm the response.*)

3. What kinds of reading or writing materials do you keep at home for your children?

(*Prompt:* "Can you give me more examples?" *Continue to ask this until the parent can't think of any more examples.*)

(*Thank the parent and share what you have written to confirm the response.*)

4. What reading or writing activities do you do with your children outside this program?

(*Prompt:* "Can you give me more examples?" *Continue to ask this until the parent can't think of any more examples.*)

(*Thank the parent and share what you have written to confirm the response.*)

5. What do you talk about with your children outside this program?

(*Prompt:* "Can you give me more examples?" *Continue to ask this until the parent can't think of any more examples.*)

(*Thank the parent and share what you have written to confirm the response.*)

6. When you have time to play with your children outside this program, what do you do?

(*Prompt:* "Can you give me more examples?" *Continue to ask this until the parent can't think of any more examples.*)

(*Thank the parent and share what you have written to confirm the response.*)

7. Outside this program, what reading or writing do your children see you doing?

(*Prompt:* "Can you give me more examples?" *Continue to ask this until the parent can't think of any more examples.*)

(*Thank the parent and share what you have written to confirm the response.*)

8. *(Interviewer: Omit this question if parent has no school-age children.)* Have you gone to your children's schools in the past? What activities have you gone to the schools for?

(*Prompt:* "Can you give me more examples?" *Continue to ask this until the parent can't think of any more examples.*)

(*Thank the parent and share what you have written to confirm the response.*)

Section B

Interviewer: Read the instructions below, and then read each statement clearly, repeating it if necessary.

For the next few questions, I am going to read a sentence about young children (ages 2-4) and ask for your opinion about it. I will ask if you agree a lot, agree a little, disagree a little, or disagree a lot.

1. Young children can easily sit still and listen for long periods of time (20-45 minutes).

___Agree a lot ___Agree a little ___Disagree a little ___Disagree a lot

2. Young children want to learn.

___Agree a lot ___Agree a little ___Disagree a little ___Disagree a lot

3. Young children learn best when adults teach them.

___Agree a lot ___Agree a little ___Disagree a little ___Disagree a lot

4. Young children can learn a lot through play.

___Agree a lot ___Agree a little ___Disagree a little ___Disagree a lot

5. Young children must know the alphabet before they can learn much about reading and writing.

___Agree a lot ___Agree a little ___Disagree a little ___Disagree a lot

6. Young children can make smart choices on their own about what they want to play or read.

___Agree a lot ___Agree a little ___Disagree a little ___Disagree a lot

7. In order to learn, young children must be controlled by adults.

___Agree a lot ___Agree a little ___Disagree a little ___Disagree a lot

[Questions in Section B are adapted from the
Wandschneider Parenting Interview, June 1993]

Section C

(Interviewer: If the parent has only one child in the program, do not read out the next two lines.)

Earlier, you told me that (child's name) was the child enrolled in the program you spend the most time with.

(Interviewer: In any case, use the name of the child in the program when asking the questions.)

Please answer the following questions with (child's name) in mind.
We want to find out how many times, outside of this program's activities, you and (child's name) do various things.
For each question, I am going to ask you for some examples, so that we can work out how many times you do the activity.

1. In the last 7 days how many times has (child's name) looked at or read books or magazines outside the program?

   Can you give me some examples?

   So how many times is that?

---

0 1 2 3 4 5 6 7 8 9 ___ times

2. In the last 7 days how many times has (child's name) seen you reading or writing outside the program?

   Can you give me some examples?

   So how many times is that?

---

0 1 2 3 4 5 6 7 8 9 ___ times

3. **In the last 7 days** how many times have you read or looked at books with (child's name), or listened to him/her read, outside the program?

Can you give me some examples?

So how many times is that?

0 1 2 3 4 5 6 7 8 9 ___ times

4. **In the last 7 days** how many times has (child's name) asked you to read to him/her outside the program?

Can you give me some examples?

So how many times is that?

0 1 2 3 4 5 6 7 8 9 ___ times

5. **In the last 7 days** how many times has (child's name) scribbled, printed, made letters, or written outside the program?

Can you give me some examples?

So how many times is that?

0 1 2 3 4 5 6 7 8 9 ___ times

6. Conversations can be short (5 or 6 sentences) or long and involved. **In the last 7 days** how many times have you had conversations with (child's name) outside the program?

Can you give me some examples?

So how many times is that?

0 1 2 3 4 5 6 7 8 9 ___ times

7. **In the last 7 days** how many times have you played with (child's name) outside the program?

Can you give me some examples?

So how many times is that?

0 1 2 3 4 5 6 7 8 9 ___ times

8. In the last month how many times have you taken (child's name) to the library?

Can you give me some examples?

So how many times is that?

0 1 2 3 4 5 6 7 8 9 ___ times

9. **In the last month** how many times have you hung up or displayed examples of (child's name)'s drawings or writings at home?

Can you give me some examples?

So how many times is that?

0 1 2 3 4 5 6 7 8 9 ___ times

10. **In the last month** how many times have you bought or borrowed books for (child's name)?

Can you give me some examples?

So how many times is that?

0 1 2 3 4 5 6 7 8 9 ___ times

11. When (child's name) gets older, I expect him/her to finish at least:

6th grade 9th grade high school 2-year college 4-year college

12. What kinds of things do you think (child's name) will have to do to finish (answer to #11)?

Interviewer: Thank the parent for their time and cooperation, and end the interview.

Selected ERIC Abstracts on this Topic

The following bibliographical entries are selected from the ERIC database. The articles themselves should be available at any education-related library, or through interlibrary loan. They can also be purchased directly from ERIC by calling the ERIC Document Reproduction Service at 1-800-443-ERIC.

Record 1 of 6 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED382333
AU - PERSONAL AUTHOR: Connors,-Lori-J.
TI - TITLE: Small Wins: The Promises and Challenges of Family Literacy. Center on Families, Communities, Schools and Children's Learning. Report No. 22.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Center on Families, Communities, Schools, and Children's Learning.; Johns Hopkins Univ., Baltimore, Md.
PY - PUBLICATION YEAR: 1994
AV - AVAILABILITY: Dissemination Office, Center on Families, Communities, Schools and Children's Learning, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218.
NT - DESCRIPTIVE NOTE: 46 p.
PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
AB - ABSTRACT: This report examines the effectiveness of elementary school-based family literacy programs and describes the first year evaluation of a middle-school-based family literacy program in Baltimore, Maryland. In section one it reviews the literature on adult education and early childhood intervention and proposes a hypothesis of the broad pathways by which family literacy programs might impact adults and children. Four family literacy programs are used to illustrate the gains achieved by such programs. In section two, the report describes the evaluation of a middle-school-based family literacy program and identifies the challenges of implementing a family literacy program at this level of schooling. Based on classroom observations, interviews, and individual outcome measures, the evaluation revealed small but encouraging accomplishments. It found that adult participants had positive attitudes toward education, often did their own homework together with their children, and improved the use of literacy skills in their daily lives. In section three, the report discusses the need to clarify program labels and goals, develop successful collaborations, improved measures of adult literacy, the impact of evaluation on program staff, and the efficacy of middle schools as sites for family literacy programs. (Contains 47 references.) (MDM)

Record 2 of 6 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED380230
AU - PERSONAL AUTHOR: Connors,-Lori-J.
TI - TITLE: Project SELF HELP: A Family Focus on Literacy. Report No. 13.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Center on Families, Communities, Schools, and Children's Learning.; Johns Hopkins Univ., Baltimore, Md.
PY - PUBLICATION YEAR: 1993
AV - AVAILABILITY: Dissemination Office, Center on Families, Communities, Schools and Children's Learning, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218.
NT - DESCRIPTIVE NOTE: 39 p.; For a related document, see ED 343 716.
PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
AB - ABSTRACT: This report describes an evaluation of Project SELF HELP, a school-based family literacy program serving parents and other caretakers, elementary school age children, and preschool children 2 days per week during the school year. A summer reading program was also available to families. The evaluation was conducted in 1992-1993 to inform program design and implementation, and to study the effects of the program on individuals and families. Parent literacy was assessed using tests of basic skills in math, reading, and spelling, and functional literacy in reading/life skills and math. The adults also completed assessments of their home educational environment and beliefs about their parenting role. Preschool children were assessed for reading readiness, comprehension, receptive vocabulary and letter recognition. Grades, attendance, teacher materials, and observations of program components were also used in the evaluation. Results indicated gains in mean scores on all measures of literacy and math for adults in the program. The preschool children, on average, made gains on all literacy assessments from fall to spring. Report card grades improved in reading, language, and math. For elementary school children attending the summer reading program, reading scores

improved from spring to the end of summer. Final sections of the report include: (1) three case studies and issues they raise for family literacy practitioners, researchers, and policymakers; (2) lessons learned from the perspective of the program coordinator; and (3) the questions that remain from the researcher's perspective. Contains 26 references. (HTH)

Record 3 of 6 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED380218
AU - PERSONAL AUTHOR: Swick,-Kevin-J.; Tromsness,-Melissa-E.
TI - TITLE: A Follow Up Study of Selected South Carolina Parent Education/Family Literacy Projects: 1994.
PY - PUBLICATION YEAR: 1995
NT - DESCRIPTIVE NOTE: 32 p.
PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
AB - ABSTRACT: This report provides the 1994 follow-up evaluation of the Early Childhood Parent/Education Family Literacy Project in South Carolina, first evaluated in 1993. The objective of the evaluation was a comprehensive review and analysis of program components and elements as designed and implemented by 12 pilot projects. Highlights from the 1993 evaluation of the pilot projects, background information on the evaluation framework for the 1994 follow-up survey, a summary report on the 1994 evaluation, individual profiles of the projects participating in Parent/Education Family Literacy Projects for 12 counties, and recommendations for further parent education/family literacy program development and evaluation are included. Activities of each of the 12 programs are described in the areas of parent education, adult education family literacy, and child and family services. The survey findings indicated that the 12 participating projects have made significant gains since the 1993 evaluation, in terms of increasing services to all families and in refining parent education services, and interagency collaboration. Among the recommendations gleaned from the survey are: (1) that parent education/family literacy programs should continue to expand on areas affecting school readiness; (2) that projects should continue to focus on involving families at risk; and (3) that full integration of parent education/family literacy programs into the community's total family services system and the schools' overall readiness programs should be a priority. (AP)

Record 4 of 6 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED378411
AU - PERSONAL AUTHOR: Iglitzin,-Lynne; Wandschneider,-Mary
TI - TITLE: Washington State Even Start 1993-1994: Final Evaluation. A Report to the Office of Adult Literacy.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 79 p.
PR - EDRS PRICE: EDRS Price - MF01/PC04 Plus Postage.
AB - ABSTRACT: All 18 Washington State Even Start sites participated in the program's evaluation. Site coordinators administered the assessment and evaluation measures to the adults served by the program and to teachers working with children at both entry and exit from the program. An indepth study was conducted of 134 families for whom there were complete sets of entry/exit data: literacy scores, competency levels, parenting interview, and parent or teacher questionnaire on child behavior. Findings indicated the following: gains were made in reading, writing, and math; almost one-third of parents obtained the General Educational Development certificate; almost one-third became employed; and over one-third enrolled in another academic or vocational program. Parents reported the following: they read more often to their children; participated in more activities with their children; understood more readily that children learn better through play; spent more time talking with children about concepts and ideas; involved themselves more in their child's school; volunteered at school more often; and participated more often in the school's parent organizations. The children increased social skills, ability to understand another person's speech, ability to use large and small muscles, and self-esteem and self-help skills. Suggestions were made to strengthen evaluation of family literacy programs. (Appendixes include demographics, evaluation guidelines, and assessment intake and exit measures.) (YLB)

Record 5 of 6 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED373859
TI - TITLE: The Power of Family Literacy.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): National Center for Family Literacy, Louisville, KY.; Philliber Research Associates, Accord, NY.

PY - PUBLICATION YEAR: 1994
AV - AVAILABILITY: National Center for Family Literacy, Waterfront Plaza, Suite 200, 325 West Main Street, Louisville, KY 40202-4251.
NT - DESCRIPTIVE NOTE: 25 p.
PR - EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.
AB - ABSTRACT: This report presents the early findings from the analysis of a family literacy demonstration project under the direction of the National Center for Family Literacy. The data in this report are based upon the experiences of over 300 families who participated in the Toyota Families for Learning Program during the 1992-1993 school year. The first section of the report discusses the issue of, and approach to, family literacy. The second section covers the scope of the issue, focusing on impoverished children, parents who lack literacy skills, and low income families. The third section of the report profiles promising family literacy programs and outlines their necessary components. The final section details some of the encouraging results of the Toyota Families for Learning Program, including the following: (1) adults participating in family literacy programs demonstrate greater gains in literacy than adults in adult focused programs; (2) participants in family literacy programs are more likely to remain in the program than participants in adult focused programs; (3) adults who participate in the program continue to learn; (4) children participating in family literacy programs demonstrate greater gains than children in child focused programs; and (5) more educationally supportive home environments are reported among the participants in family literacy programs. (TJQ)

Record 6 of 6 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED365476
AU - PERSONAL AUTHOR: St.-Pierre,-Robert; And-Others
TI - TITLE: National Evaluation of the Even Start Family Literacy Program. Report on Effectiveness.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Abt Associates, Inc., Cambridge, Mass.; RMC Research Corp., Portsmouth, NH.
PY - PUBLICATION YEAR: 1993
NT - DESCRIPTIVE NOTE: 193 p.; For the first year report with appendices and executive summary, see ED 356 044. For the second interim report, see ED 357 888.
PR - EDRS PRICE: EDRS Price - MF01/PC08 Plus Postage.
AB - ABSTRACT: This evaluation report is the third in a series of reports that are part of a 4-year national effort designed to describe the types of Even Start projects that have been funded, the services provided, the collaboration efforts undertaken, and the obstacles to program implementation that have been encountered. The current report provides information about the first 2 cohorts of Even Start projects, 76 that began in 1989 and 47 that began in 1990. The first six sections of the report describe the background, design, and characteristics of the Even Start program, its participants, and its core services. Section seven examines approaches to assessing the short-term effects of the Even Start program on the participants. Sections 8 through 11 discuss in detail the effects of the program on children, parent literacy, parenting skills, and families Section 12 reviews the cost of the program, while section 13 summarizes the entire report. (Contains 69 references.) (MDM)

EXAMPLE PRACTICE EXERCISE FOR MODULE 8

MODULE 8 – EVALUATION

Develop a set of 3 rating scales to assess the activity "Family behavior during reading" given below. You should list about 10 criteria that are likely to be important factors in the success of the activity, and then select from them 3 topics for the rating scales. Each 1-5 rating scale should have anchoring descriptors for ratings of 1, 3 and 5.

Family behavior during reading

As part of a family literacy program, parents spend 10-15 minutes each day reading with their young children. Some of them can engage the attention of their child better than others and some seem to have more interesting conversations about their books. You want to find out just what is working well and whether parents are improving in the skill of reading with their child and the children are benefiting from the experience.

Example practice exercise

Criteria:

who chooses the books, enjoyment in being together, child's attention to activity, parent's reading ability, parent's reading expression, amount of parent's talk, amount of child's talk, amount of interactive conversation, conversations that go beyond the books (linking to their lives), parent asking open-ended questions.

Priorities:

from your observations of the readings, you decide to concentrate on

1. parent's reading ability and expression,
2. the amount of talk about the books
3. the nature of parent's questions during reading

Rating scales:

1. Parent's reading ability and expression

1	2	3	4	5
very poor reader, stumbles over words, little expression		moderate reader, sense is always clear, but not much expression		very good reader, easy to listen to, lots of expression and variety of voice

2. Amount of talk about the books

1	2	3	4	5
parent reads books straight through, with little or no comment; child just listens silently		parent points at pictures, and asks some questions; child replies to questions, but says little else		parent points at text and pictures, and asks lots of questions; child comments often and asks questions

3. Nature of parent's questions during reading

1	2	3	4	5
very few questions, mostly to attract child's attention		frequent questions, but mostly about details in text and pictures		many open-ended questions about book and its relation to child's life